

WESTFIELD PUBLIC SCHOOLS
Westfield, New Jersey

Office of Instruction

Course of Study

MOCK TRIAL

Schools.....Westfield High School
Department.....Social Studies
Length of Course.....One Semester
Credit.....2.5
Grade Level.....9 through 12
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

Mock Trial is a project-based course that provides students with an authentic learning experience. This course enables students to develop numerous skills that are aligned with the 21st century learning and the New Jersey Student Learning Standards. In this hands-on elective course students are given an overview of the civil and criminal court system and learn the parts of a civil and criminal trial from start to finish by following a mock trial problem used by the New Jersey State Bar Association. In cooperation with the Town of Westfield, the semester ending Mock Trial is performed at the municipal courthouse when possible. Local professional attorneys and judges are invited to preside over the proceedings. In addition, the course provides opportunities for cross-grade level participation as students from the middle school are invited to serve as jurors for the trial. Students also submit a complete written trial brief which contains the same standard parts found in any trial brief: preliminary statement, statement of facts and procedural history, legal argument, and conclusion. Following the trial, students reflect on the court’s decision and learn about and engage in the appellate process, analyzing possible legal issues for appeal and preparing and submitting both a written appellate brief and oral argument before a mock appellate court.

In learning what successful trial attorneys do, students also develop a variety of skills that allow them to achieve success in any field. Through the trial and appellate process students develop analytical reasoning and writing skills. Since successful trial lawyers must be able to develop a legal theory based on the law and the existing facts, students practice and refine their analytical and problem solving skills. In addition, each student learns how to respond to an argument, and clearly articulate a position. Accordingly, the mock trial student develops public speaking, organizational and advocacy skills. Finally, as is the case in the real world, a trial attorney is only successful if he/she is both individually accountable for his/her performance and is able to work well with his/her trial team. This course demands individual accountability of students but also requires teamwork. Thus, students develop and refine numerous social emotional learning competences as they navigate this cooperative learning environment.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards in Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, New Jersey Student Learning Standards for Technology, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social and Emotional Learning.

Students:

- A. Apply terms, concepts and theories pertaining to American law and the legal system to debates and case studies

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Standards for Literacy in History/Social Studies RH.9-12.1, RH.9-12.4, RH.9-12.9

NJ Competencies for Social and Emotional Learning; Social Awareness, Relationship Skills

- B. Demonstrate knowledge of facts, concepts, and theories pertaining to civil offenses and analyze factual situations in order to determine whether crimes have been committed

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-12.2, RH.9-12.5, WHST.9-12.1a-e, WHST.9-12.2a-f, WHST.9-12.9

NJ Student Learning Standards for English Language Arts SL.9-12.1a-d

NJ Competencies for Social and Emotional Learning; Responsible Decision Making

- C. Assess situations in order to determine if legal counsel should be sought

NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-12.6

NJ Competencies for Social and Emotional Learning; Responsible Decision Making

- D. Compare civil vs. criminal courts and explain the different levels of burdens of proof for each court

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-12.8, RH.9-12.10

- E. Describe the procedures, including pretrial, followed in the civil court system

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

- F. Analyze individual rights and liberties cases in order to identify and weigh the competing interests and to determine a resolution for the conflict

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-12.1, RH.9-12.3, RH.9-12.4, RH.9-12.6

NJ Competencies for Social and Emotional Learning; Responsible Decision Making

- G. Evaluate the trial by jury system from various perspectives by assuming the roles of lawyer, witness, or juror in mock trials

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Visual & Performing Arts 1.2.

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12, 9.4.12

NJ Competencies for Social and Emotional Learning; Social Awareness, Responsible Decision-Making

- H. Locate and analyze New Jersey state statutes and Supreme Court decisions

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Technology 8.2

I. Display knowledge, understanding and practical use of library/media resources as they relate to the course content

NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies WHST.9-12.6, WHST.9-12.7, WHST.9-12.8

NJ Student Learning Standards for English Language Arts SL.9-12.5

NJ Student Learning Standards for Technology 8.1

NJ Competencies for Social and Emotional Learning; Self-Management

J. Demonstrate aural/oral, evaluation and writing skills that reflect an understanding of the importance of law in a democratic society and the fundamental rights under the U.S. Constitution

NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12

NJ Student Learning Standards for English Language Arts SL.9-12.3, SL.9-12.4, SL.9-12.5, SL.9-12.6

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12, 9.4.12

K. Critique trial techniques used in Hollywood films by comparing them to those learned and performed in class

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Visual & Performing Arts 1.2, 1.4

L. Reflect on, discuss and debate the relationships among major institutions of the civil court system, with particular focus on the appellate process

NJ Student Learning Standards for Social Studies 6.3.12

NJ Student Learning Standards for English Language Arts SL.9-12.1a-d, SL.9-12.2, SL.9-12.4, SL.9-12.5, SL.9-12.6

NJ Competencies for Social and Emotional Learning; Self-Awareness, Social Awareness, Responsible Decision Making

M. Develop and refine independence and time-management skills

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.12

NJ Competencies for Social and Emotional Learning; Self-Awareness, Self-Management, Responsible Decision Making

N. Practice public speaking, organizational skills and advocacy skills to respond to arguments and clearly articulate a position.

NJ Student Learning Standards for Social Studies 6.1.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-12.1a-e

NJ Competencies for Social and Emotional Learning; Self-Awareness, Social Awareness, Responsible Decision Making, Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

Mock Trial provides an overview of the court system and the components of a civil trial and criminal trial from start to finish. This course also provides an overview of the appellate process. Each unit is designed to give students a hands-on learning experience about what trial lawyers do. More significantly, this course is designed to help students develop skills that have broad application in any area of study or career: analytical reasoning and writing, problem solving, organizational skills, public speaking and advocacy skills are emphasized.

A. The Court System (suggested time: 2 weeks)

Essential Question: What is the role of the state vs. federal court system?

Content Outline:

1. United States Federal Court

a. District Courts, Circuit Courts and U.S. Supreme Court

b. Jurisdiction

2. New Jersey State Court System
 - a. Trial Courts (Criminal, Civil, Chancery, Special Civil and Family), Appellate Courts and the NJ Supreme Court
 - b. Jurisdiction
3. Overview of the Pleadings
 - a. Complaint
 - b. Answer
 - c. Motion to Dismiss
 - d. Motion for Summary Judgment

B. Civil v. Criminal Court (suggested time: 2weeks)

Essential Question: What is burden of proof? Who bears it?

Content Outline:

1. Burden of Proof
 - a. Burden of Proof in Civil Matter
 - b. Burden of Proof in Criminal Matter
2. Witness statements and depositions
3. Direct, indirect and demonstrative evidence
4. Evidence in mock trial problems

C. Pretrial Procedures (suggested time: 2 weeks)

Essential Question: What are the benefits to avoiding trial?

Content Outline:

1. Pretrial attempts to resolve conflict
 - a. Settlement discussions
 - b. Mediation
 - c. Arbitration
 - d. Plea Agreements
 - e. Arraignment/Bail and Conditions of release
2. Discovery
 - a. Interrogatories
 - b. Requests for admissions
 - c. Requests for the production of documents
 - d. Witness statements
 - e. Depositions
 - f. Police Investigation (Police interviews, police reports, examination of physical evidence and additional investigation)

D. Parts of a Trial (suggested time 3 weeks)

Essential Question: What are the stages of a trial?

Content Outline

1. Jury Selection process
2. N.J. State Court Rules Relating to Jury Selection
3. Role of Voir Dire
4. Voir Dire questions based on the case
5. Opening statements in civil and criminal trials
6. Preparing opening statements in civil and criminal trials

7. Direct examination -process and purpose
8. Questions permitted on direct examination
9. Cross examination-process and purpose
10. Debunking the myth of the Hollywood Cross-Examination
11. Questions permitted on cross-examination
12. Expert Witnesses
 - a. role of expert testimony
 - b. Daubert Rule and N.J.'s Net Opinion
 - c. qualifying an expert witness
13. Rules of evidence and hearsay
 - a. N.J. rules of evidence
 - b. rules of hearsay and exceptions
 - c. demonstration of how to introduce evidence through a witness and how to use evidence (including witness statements) to refresh the recollection of a witness
14. Objections
 - a. formulating proper objections
 - b. common objections
15. Motion practice
 - a. role of motion practice
 - b. defendant's motion to dismiss and plaintiff's complaint for failure to state a claim that cannot be granted
 - c. defendant's motion to dismiss the criminal proceeding
 - d. records for appeal and the appellate process
16. Closing arguments-process and significance
17. Jury instructions and jury deliberations
 - a. role of the judge in instructing the jury
 - b. jury's role and responsibilities to serve as the finder of the facts

E. Trial Brief (suggested time: 2 weeks)

Essential Question: What is the role of a trial brief?

Content Outline:

1. Role of the trial brief in the litigation process
 - a. preliminary statement
 - b. statement of facts
 - c. legal argument
2. Persuasive writing techniques
3. Case law that governs the mock trial problem
4. Applying facts of the case to the law

F. Mock Trial (suggested time 1 to 2 weeks)

Essential Question: How do you ensure success at trial?

Content Outline:

1. Stages of civil and criminal trials
2. Roles
 - a. attorneys
 - b. jurors
 - c. witnesses
 - d. judge
 - e. plaintiff/defendant
3. Characteristics of effective trial teams
4. Errors and recovery

G. The Appellate Process (suggested time: 2 weeks)

Essential Question: Was there a legal mistake in the trial court that changed the outcome of the case?

Content Outline:

1. arguments for appeal
2. appellate brief
3. appellate argument

H. Hollywood Trials (suggested time: 1 week)

Essential Question: Is Hollywood's depiction of the trial attorney accurate?

Content Outline:

1. Hollywood's portrayal of the lawyer
2. Fact v. Fiction – stereotypes and truth about the profession

IV. INSTRUCTIONAL TECHNIQUES:

To achieve the goal of differentiation and to address various learning styles and stages of readiness, a variety of instructional methods are used. Such methods include:

- A. Cooperative group work, inquiry, discussion, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources, the New Jersey State Bar Association, newspapers, magazines or books. Other sources of materials include maps, graphs, charts, trial briefs, statistical data, film and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as debates, role-playing, seminars, and panel discussions
- D. In developing course content, instruction focuses on essential themes and concepts to help students establish connections between the skills of successful trial lawyer and those needed in many professional careers
- E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated objectives. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Performance based assessments that require critical analysis of the law, and government through active participation in classroom activities such as small or large group discussion, role-playing, and the semester ending mock trial and appeal
- C. Analytical essays and legal briefs are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies
- D. Weighing evidence and drawing informed conclusions about the course content
- E. Reading, deducing and applying information obtained from case studies on notable civil court cases and law materials
- F. Completion of a written legal brief that reflects lawful procedures in the civil court system.

VI. PROFESSIONAL DEVELOPMENT

- A. Professional development workshops and in-service training are provided for continual growth and expertise in content material and exposure to trends and strategies that aid in the instruction of this curriculum
- B. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- C. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- D. Opportunities for collegial sharing of lesson ideas and instructional strategies.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse	Making sense of research findings requires thinking about what information

Perspectives	is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

RH.9-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.9-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-12.9 Draw evidence from informational texts to support analysis reflection, and research.

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.4: (Aesthetic Responses & Critique Methodologies all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VI

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>.

APPENDIX VII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STADNDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX VIII

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms

Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning

Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

GRADE FIVE SOCIAL STUDIES: GLOBAL CONNECTIONS

School Elementary
Department..... Social Studies
Length of Course..... 125 minutes per week
Grade Level..... 5
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of the Westfield Social Studies program in fifth grade is to introduce students to world cultures through geographic reasoning and inquiry. Participating in today's global society requires an understanding of how physical and human geography interact to influence the development of cultures and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis and aids in personal and societal decision-making and problem solving. Simply, geographic reasoning helps people make decisions about how communities can create and sustain a healthy environment.

The fifth-grade curriculum engages students in geographic reasoning by requiring them to use spatial and environmental perspectives, to ask and answer questions, and to apply geographic knowledge to solve problems. Throughout the year students engage in the process of geographic inquiry and begin to think like geographers. Students are guided through this process by asking geographic questions, collecting and organizing geographic information, analyzing information, and developing reasoned conclusions. By exploring the world through geographic inquiry, students understand how places and environments came to be and how they affect the people in them. The fifth-grade curriculum helps students develop an understanding and appreciation for their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures. The study of world cultures in the fifth grade, with an emphasis on geography and social studies practices, prepares students for the study of ancient world history in the sixth grade.

II. OBJECTIVES

The Westfield Social Studies curriculum aligns with the New Jersey Student Learning Standards in Social Studies and incorporates a variety of social sciences including history, geography, archaeology and anthropology. The Social Studies curriculum also addresses the New Jersey Student Learning Standards in English Language Arts, Visual and Performing Arts, World Languages, Science, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competences for Social and Emotional Learning.

Students:

- A. Determine the kinds of sources that are helpful in answering essential and guiding questions, considering different opinions

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts R1, R2, R7

NJ Competencies for Social and Emotional Learning; Social Awareness

- B. Apply the five themes of geography to explain relationships between the locations of places and regions and their environmental characteristics

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5

NJ Student Learning Standards in English Language Arts SL.5.1 a-d

NJ Student Learning Standards for Science P1, P4, P7

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.5

- C. Identify global physical and cultural regions recognizing and appreciating the impact of geography in determining historical events, societies, economies, political systems, and cultures

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for Science P1, P2, P3, P4, P7, P8

NJ Student Learning Standards for World Languages 7.1

NJ Student Learning Standards for 21st Century Life & Careers 9.1.5

NJ Competencies for Social and Emotional Learning; Social Awareness

- D. Explain how physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts SL 3, 4, 5

NJ Student Learning Standards for Visual and Performing Arts 1.2

NJ Student Learning Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making

- E. Distinguish among and utilize different methods to interpret geographical information including different map projections, globes, atlases, charts, and technological databases to learn about ways to view the world in spatial terms

NJ Student Learning Standards for Social Studies 6.2.5

NJ Student Learning Standards in English Language Arts R 4, RSL 2

NJ Student Learning Standards in Science P4

- F. Assess how individuals recognize, develop and maintain the natural environment through conservation and sustainable practices

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts SL.5.1 a-d

NJ Student Learning Standards for Science P1, P3, P4, P6, P7

NJ Competencies for Social and Emotional Learning: Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making

- G. Analyze how culture influences the way people modify and adapt to their environment evaluating how the discovery, production and consumption of resources shape every facet of society
NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5
NJ Student Learning Standards for English Language Arts SL 2, 3
NJ Student Learning Standards for Science P3, P4, P6, P7, P8
NJ Core Curriculum Content Standards for World Languages 7.1
NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making
- H. Compare and contrast various conditions causing individuals to migrate and settle in different locations describing ways in which people benefit from and are challenged by living and working together
NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5
NJ Student Learning Standards for English Language Arts SL 3, 4, 5
NJ Student Learning Standards for Science P3, P7, P8
NJ Competencies for Social and Emotional Learning: Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills
- I. Describe how environmental and cultural characteristics influence population distribution in specific places and regions, analyzing the growth and decline of urbanization on different societies
NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5
NJ Student Learning Standards for English Language Arts SL 4, 5, 6
NJ Student Learning Standards for Science P1-P8
NJ Core Curriculum Content Standards for World Languages 7.1
- J. Evaluate the relationship between humans and the natural environment recognizing how specific forces may strengthen or weaken both elements, considering the scarcity of natural resources, and create solutions aimed at better resource management
NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5
NJ Standards for English Language Arts SL 6, L 3, 4, 6
NJ Student Learning Standards for Science P1-P8
NJ Competencies for Social and Emotional Learning: Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making
- K. Compare and contrast strategies and policies of global institutions to preserve the natural environment and address public problems
NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5
NJ Student Learning Standards for English Language Arts W 1, 2, 3
NJ Student Learning Standards for Science P1-P8
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills
- L. Recognize, analyze and discuss how co-existence, conflict and cooperation occur between and among regions
NJ Student Learning Standards for Social Studies 6.2.5, 6.3.5
NJ Student Learning Standards for English Language Arts W 4, 5, 6
NJ Student Learning Standards for World Languages 7.1
NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

- M. Identify the beliefs, experiences, perspectives and values that underlie students' and others' points of view about local and global issues predicting how current environmental challenges will affect future generations

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts W 10

NJ Student Learning Standards for Science P6-P8

NJ Student Learning Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

- N. Recognize common and unique cultural beliefs/practices throughout the world and appreciate the achievements and differences between global cultures

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts SL 1, 5

NJ Student Learning Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

- O. Identify examples of the variety of resources (human capital, physical capital, and human resources) that are used to produce goods and services and explain how trade leads to increasing economic interdependence among nations

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts SL 1, 5

NJ Student Learning Standards for World Languages 7.1

NJ Student Learning Standards for 21st Century Life & Careers 9.1.5, 9.4.5

NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

- P. Understand how global challenges are interconnected, multifaceted, and dynamic based on issues related to increased globalization

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts R 4, 7

NJ Core Curriculum Content Standards for World Languages 7.1

NJ Competencies for Social and Emotional Learning; Social Awareness, Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills

- Q. Utilize a variety of strategies to critically read and interpret texts, including primary and secondary sources, to explore course content and themes and strengthen research, writing and presentation skills

NJ Student Learning Standards for Social Studies 6.1.5, 6.2.5, 6.3.5

NJ Student Learning Standards for English Language Arts R 2, 4, 7, RW 1, 2, 4, 5, 6

III. CONTENT, SCOPE AND SEQUENCE

The Social Studies Curriculum in fifth grade incorporates a variety of the social sciences. While the content is primarily driven by geography and world cultures, history, economics and social studies practices are integrated throughout. Students learn to interact with a variety of texts, analyze primary and secondary sources and read fiction and non-fiction texts. Spatial thinking is the unifying theme of the course. Throughout the year students are challenged to think globally as they analyze the dynamic relationship between people, places and resources. *Global Connections* begins with a course essential question that emphasizes the theme of spatial thinking, the unifying theme of the course. Each unit begins with an essential question whose exploration demonstrates the significance of the content and is followed by guiding questions and core concepts. Within each unit of study there are multiple opportunities to integrate English Language Arts skills as well as Science and Engineering Practices.

Course Essential Question: How do physical geography and human interaction with the environment influence and determine how cultures and societies evolve throughout the world?

A. Five Themes of Geography

Essential Question: What can geography teach us about the United States and the world?

Guiding Content Questions: How do geographers use the five themes of geography to make sense of places? How does geography impact our lives and the world around us?

1. Geographers use the five themes of geography (location, place, human/environment interaction, movement and regions) to understand how they impact the human experience
2. Map skills, help geographers show information on maps
 - a. absolute and relative location
 - b. measuring distance using scale
 - c. latitude and longitude
 - d. Global Positioning System (GPS)
3. Geographers use a variety of maps to represent accurate information about regions of the world
4. Geography, including climate and physical features, influence how culture develops and how people live
5. Humans interact with the environment in many ways
 - a. Dependence
 - b. Adaptation
 - c. Modification
 - d. Environmental stewardship

B. North America: Canada and the United States

Essential Question: What are the costs and benefits of people adapting the environment to meet their needs?

Guiding Content Questions: What actions do people take to help/harm the environment? How have recent changes in environmental policy affected access to freshwater?

1. There are differing perspectives on how to use the environment to help people meet their basic needs
2. People who live in different regions around the world use water differently
3. As populations increase it creates new challenges and places pressure on current freshwater resources
4. Current case studies on how policy changes affect how people help or harm the environment include but are not limited to; Flint Michigan and changes to the Clean Water Act
5. Use primary source documents to extract information related to the areas of study to make informed judgments. These include but are not limited to; graphs and charts on the Great Lakes, population density maps

C. Latin America: Mexico and Brazil

Essential Question: How do the environment and natural resources contribute to the preservation and development of culture?

Guiding Content Questions: Why does spatial inequality exist in urban areas? How should the resources of the rainforests be used and preserved?

1. Rural decline increases migration to cities resulting in rapid urbanization and causes problems such as pollution, poverty and crime
2. Spatial inequality (unequal distribution of wealth and resources over a geographic region) can be seen in many aspects of city living such as differences in housing and transportation
3. Because of its rich natural resources and biodiversity there is a land-use conflict over the Amazon rainforest
4. Native Amazonians, rubber tappers, settlers, cattle ranchers, loggers and environmental groups have come into conflict over how to use the resources of the Amazon rainforest
5. Ideas for reducing the land use conflict include:
 - a. Ecotourism
 - b. Sustainable development
 - c. Produce/purchase products that protect the rainforest
6. Reforestation in some regions of the world helps to combat the land use conflict over rainforests
7. Current case studies on how changes in policy affect how people help or harm the environment include but are not limited to; increased frequency of wildfires around the globe, wildfires in the Amazon, changes in political policy regarding use of the rainforest, court cases involving indigenous people and their land in the rainforest

8. Compare and contrast primary documents with present day information including, but not limited to current Human Development Index numbers (HDI)

D. Africa: Sub-Sahara and South Africa

Essential Questions: How do human and physical features contribute to the development of culture? How do belief systems affect the daily lives of individuals and shape their social interactions?

Guiding Content Questions: How are women micro-entrepreneurs in developing countries changing their communities? How can dividing a diverse country into regions make it easier to understand? How might ethnic group differences affect who controls resources and power in a society?

1. Women in Africa face many challenges such as widespread poverty, disease and the gender-based division of labor in African communities, making it hard for women to earn money
2. Women in countries like Mali, Uganda, and Botswana are starting small businesses in the informal economy helping to pull families and communities out of poverty
3. Current case studies on how women's access to microloans in developing countries has changed communities
4. Current case studies on challenges women face in different parts of the world starting their own businesses
5. Use primary source documents to extract information related to gender equality in Africa and microcredit organizations around the world including but not limited to; graphs and charts from the textbook, microcredit organization maps, HIV infection rate maps
6. Colonial powers established most of Africa's present-day national boundaries and gave little thought to how groups within a country might coexist, resulting in ethnic conflicts
7. Life in South Africa was greatly impacted by apartheid, thus dividing a multiracial society
8. Distribution of power and resources in South Africa has changed over time
 - a. Political opportunities
 - b. Job opportunities
 - c. Educational opportunities
 - d. Living conditions

E. Asia: India, China, Japan

Essential Question: What is globalization and how does it affect people and places?

Guiding Content Questions: What factors give some countries an advantage in the global Information Technology (IT) revolution? How does a country meet the challenges created by a growing population?

1. India is a part of the global IT revolution due to a number of factors giving it a comparative advantage leading U.S. companies to outsource work to India
 - a. Low wages
 - b. English speakers
 - c. Educated workforce
 - d. Time zone
2. Throughout Chinese history population growth was a contributing factor to times of famine
3. To combat problems of population growth China, the most populous country on Earth, is working to achieve three goals
 - a. Zero population growth
 - b. Clean energy
 - c. Economic growth
4. In the future the world's population will continue to increase and many developing countries will face problems related to population growth
5. Population density affects aspects of life in Japan
 - a. Housing
 - b. Transportation
 - c. Land use
 - d. Health
6. The Japanese have found many ways to deal with overpopulation
7. Japan is a wealthy country that can afford good public transportation systems and pay the costs of cleaning up its air and water
8. Unlike other densely populated countries, the Japanese enjoy long healthy lives
9. Free trade plays a role in the global economy and many companies operate in more than one country (multinationals) causing increased economic interdependence
10. Globalization, good or bad depending on point of view/perspective, is changing the world
11. Current case studies on globalization including but not limited to; changes to the One Child Policy, Special Economic Zones (SEZs), and trade policies
12. Compare and contrast the population density of places in Japan with other places around the world as well as places closer to home (Westfield, New York City, etc.)
13. Use primary source documents to extract information related to population density, the One Child Policy and its changes, life expectancy around the world, and/or job opportunities in other countries.

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Student-centered activities such as case studies, cooperative learning, role plays, simulations, small and large group discussions, debates, and problem-solving activities
- B. Problem-based projects including research, discussion and resolution of real-world problems

- C. Research-based activities that encourage students to draw their own conclusions based on information gathered from multiple sources
- D. Experiences that provide real-world knowledge, including guest speakers and field trips
- E. Research using the internet and online resources, including the evaluation of sources for validity and the use of multiple resources to provide multiple perspectives
- F. Interaction with online resources such as magazines, newspapers, international pen pals, and email with government officials
- G. Use of interactive websites and web quests
- H. Accessing information and documents such as primary sources, maps and online textbooks
- I. Creation of projects using appropriate software
- J. Brainstorming and organizing information with electronic graphic organizers
- K. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

A variety of assessments are used to evaluate student progress toward the stated goals. Evaluation methods should reflect the curricular goals and philosophy of the social studies program. Such methods may include:

- A. Formative, baseline, and benchmark assessments
- B. Participation in small and large group discussions and activities
- C. Cooperative group assignments
- D. Problem-based projects
- E. Research-based projects
- F. Oral presentations
- G. Non-fiction and creative writing
- H. Tests and quizzes.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Professional development workshops and in-service training to learn curriculum and instruction of new topics
- B. Collaboration with supervisors and colleagues to discuss and reflect upon unit plans, homework and assessment
- C. Collaboration with supervisors and colleagues
- D. Attendance at professional conferences and reading newspapers, magazines and books to enhance content knowledge and learn student-centered instructional techniques
- E. Grade level meetings to share lesson ideas and instructional strategies with colleagues especially to analyze the use essential questions in the design of unit plans and assessments.

APPENDIX I

PACING GUIDE

The number of lessons are based on 125 instructional minutes per week. This would equate to an average of 3 lessons per week at 40-45 minutes per lesson. Suggested pacing may change based on variations in lesson duration and frequency.

<i>Unit I- Five Themes of Geography</i>	<i>Unit II- North America: Canada & the U.S.</i>	<i>Unit III- Latin America: Mexico & Brazil</i>	<i>Unit IV- Africa: Sub-Sahara & South Africa</i>	<i>Unit V- Asia: India, China, Japan</i>
8 Lessons	12 Lessons	24 Lessons	12 Lessons	24 Lessons

APPENDIX II

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

NEW JERSEY STUDENT LEARNING STANDARDS-SOCIAL STUDIES PRACTICES

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

APPENDIX IV

NEW JERSEY STUDENT LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

NJSLSA.R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

NJSLSA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

NJSLSA.S.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL.4: Present Information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL.5: Make strategic use of digital and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

NJSLSA.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

NJSLSA.L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and Information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

NJSLSA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

NJSLA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

NJLSA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

NJSLA.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SC

The entire standards document can be viewed at <https://www.state.nj.us/education/cccs/2016/ela/g05.pdf>

APPENDIX V

NEW JERSEY STUDENT LEARNING STANDARDS FOR VISUAL AND PERFORMING ARTS

STANDARD 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.nj.gov/njded/ccs/>

APPENDIX VI

NEW JERSEY STUDENT LEARNING STANDARDS FOR SCIENCE/NEXT GENERATION SCIENCE STANDARDS: SCIENCE AND ENGINEERING PRACTICES

P1: Asking Questions and Defining Problems

P2: Developing and Using Models

P3: Planning and Carrying Out Investigations

P4: Analyzing and Interpreting Data

P5: Using Mathematics and Computational Thinking

P6: Constructing Explanations and Designing Solutions

P7: Engaging in Argument from Evidence

P8: Obtaining, Evaluating, and Communicating Information

The entire standards document may be viewed at <https://ngss.nsta.org/PracticesFull.apx>

APPENDIX VII

NEW JERSEY STUDENT LEARNING STANDARDS FOR WORLD LANGUAGES

STANDARD 7.1 World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with the content areas, compare the language and culture studied with their own, and participate in home and global communities.

APPENDIX VIII

NEW JERSEY STUDENT LEARNING STANDARDS FOR EDUCATIONAL TECHNOLOGY

STANDARD 8.1 - Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.nj.gov/njded/cccs/>

APPENDIX IX

NEW JERSEY STUDENT LEARNING STANDARDS FOR CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

STANDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

NEW JERSEY COMPETENCIES FOR SOCIAL AND EMOTIONAL LEARNING

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes

Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator

Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics

Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments

Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing

Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses

Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL

Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>

Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

SIXTH GRADE SOCIAL STUDIES

Schools..... Roosevelt & Edison Intermediate
Department..... Social Studies
Length of Course Full Year
Grade Level..... 6
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Social Studies curriculum introduces students to ancient world history through historical thinking and inquiry. Students have the opportunity to learn about human societies and relationships by engaging in activities that increase their capacity to think critically. Students identify, interpret, assess, evaluate, and draw conclusions about persistent issues and problems that confront human societies. Participating in today's global world requires an understanding of the complex nature of human society and an appreciation for the diverse cultures and societies in the world. While exploring how ancient civilizations evolved into distinct unique cultures, students develop an appreciation for the universal traits that all human societies share. By crafting historical inquiries and investigations about the ancient world, students understand how and why diverse cultures developed.

The sixth-grade social studies curriculum begins with a study of the origins of civilizations including the emergence of early agrarian societies, ancient river valley civilizations, and the classical civilization of ancient Greece. Through the study of Greece, students explore the basis of western civilization. The study of ancient civilizations provides students with an opportunity to explore the characteristics of flourishing cultures and the reasons for the success or failure of human societies.

Instruction is inquiry-driven guided by the New Jersey Student Learning Standards for Social Studies, relevant state mandates, and essential questions from each unit. Students formulate their own inquiries and analyze social studies from multiple perspectives by consulting numerous primary and secondary sources. Students are challenged to assess the validity of these sources and place them into a historical context. As a result, students formulate informed conclusions and provide evidence to support their discoveries. Through the exploration of essential questions, students learn to apply their understanding of the ancient world to evaluate the problems faced by contemporary global societies. The sixth-grade curriculum integrates history, geography, archaeology, economics, and civics providing students with a comprehensive social studies experience. The study of these various disciplines also helps students understand how we construct knowledge of the past as well as how our ideas about the past inform our understanding of the modern world.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Develop questions that require making inferences and drawing conclusions about ancient cultures

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- B. Analyze the impact of geography on settlement and the development of civilizations

NJ Student Learning Standards for Social Studies 6.2.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 7

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- C. Identify and apply appropriate discipline specific vocabulary to time periods or dates in historical narratives

NJ Student Learning Standards for Social Studies 6.2.8

NJ Student Learning Standards for English Language Arts RH 4, 7

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- D. Demonstrate through written, visual, and oral means, knowledge of facts, concepts, and theories pertaining to ancient civilizations, their origins, decline, innovations and legacies

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 7 WHST 1, 2, SL1.6

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- E. Gather and analyze primary and secondary sources to evaluate multiple perspectives and competing historical interpretations in order to develop a critical understanding of events and issues in ancient history

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8 WHST 1, 2, SL 2.6

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- F. Support arguments about historical issues by using evidence from a variety of resources

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9, WHST 1, 2, 4, 6, 7, 8, 9, 10, SL 1.6.3, 6, 4.6, 6. 6

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- G. Evaluate the extent to which ancient cultures and civilizations have been successful socially, politically, artistically, and technologically while comparing characteristics of these civilizations to those of modern societies

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9, 7.1

NJ Competencies for SEL- Self-Awareness, Self-Management, Social Awareness, Responsible Decision- Making, Relationship Skills

- H. Apply an understanding of the common good and the rights and responsibilities of citizens to evaluate how problems, past and present, are resolved
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self-Management, Social Awareness, Responsible Decision- Making, Relationship Skills
- I. Construct thesis statements and arguments supported by evidence from primary and secondary source documents
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, SL1.6
NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills
- J. Extend research skills including note taking, sourcing, contextualization, corroboration, and close reading
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Self-Awareness, Self-Management
- K. Develop and refine independence and time-management skills through the implementation of research projects and document based questions using various technological resources
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10
NJ Student Learning Standards for Visual and Performing Arts 1.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self-Management
- L. Question how conflict and actions by individuals and groups have contributed to changes in society throughout global and American history
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills
- M. Identify and analyze how conflict and actions by individuals and groups have contributed to changes in society throughout ancient history
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for English Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills
- N. Demonstrate critical listening skills and active engagement through discussion and debate
NJ Student Learning Standards for English Language Arts SL1.6
NJ Competencies for SEL- Self-Awareness, Self-Management, Social Awareness, Responsible Decision- Making, Relationship Skills
- O. Identify the political, economic, and social contributions of persons with disabilities and LGBTQ people.
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Competencies for SEL- Social Awareness, Responsible Decision-Making, and Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

The Social Studies Curriculum in sixth grade incorporates a variety of social sciences, the New Jersey Student Learning Standards, and relevant state mandates. While the content is primarily driven by the study of history and geography, social studies skills, economics, and social studies practices are integrated throughout. Where appropriate, current events are integrated into the curriculum to ensure students have a meaningful understanding of the world around them. Real-world problem based activities are infused to demonstrate the relationship between the social studies and students' lives.

Social studies practices, reading, writing, and study skills are taught throughout the year as students learn to interact with a variety of texts, analyze primary and secondary sources and read and write both fiction and non-fiction texts. Sixth grade social studies begins with a course essential question that emphasizes chronological thinking (continuity & change over time), the unifying theme of the course. Each section of the curriculum begins with a thematic question whose exploration demonstrates the significance of the content, and is followed by the core concepts and understandings that students master through gathering and evaluating sources and developing reasoned conclusions. Students are prepared to communicate their beliefs of historical events accurately through the use of evidence.

Course Essential Questions: How does geography influence human settlement and the development of culture?

A. Unit 1: Beginnings of Human Society (suggested time: 45 days)

Essential Question: How do technological innovations influence human settlement and culture?

1. Archaeological discoveries involve the collaboration of a variety of experts who make hypotheses about evidence that is discovered
2. Prehistory is the time period before written or recorded history
3. Specific vocabulary and abbreviations are used for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, AD/CE, BC/BCE, and circa)
4. The oldest human societies were hunter-gatherer societies, these societies adapted their lifestyle in response to the environment and did little to adapt their environment to suit their own needs
5. There are advantages and disadvantages to the hunter-gatherer lifestyle; some human societies have chosen to remain hunter-gatherers throughout history and into the modern era
6. The agricultural revolution occurred when some human societies were able to domesticate plant and animal species, resulting in a more sedentary lifestyle
7. As a result of the advent of agriculture and a more steady food supply, human societies could support larger populations
8. The development of agriculture led to changes in settlement patterns, population, shelter, technology, occupations, social structure, and economies which allowed more advanced civilizations to emerge.

B. Unit 2: The Fertile Crescent, Egypt, and African Kingdoms (suggested time: 45 days)

Essential Question: What characteristics define a civilization?

1. Many factors (social and geographic) led to the settlement, spread of, and interaction among cultures within the Fertile Crescent
2. Innovations developed to help humans adapt to the environment of the Fertile Crescent and contributed to the growth of civilization within the area
3. Religion had a profound influence on the various forms of art and architecture
4. As daily life became more complex, written language developed as a means of record keeping
5. Legal systems, particularly written laws, were developed to maintain order in a complex society
6. Conflict arose within the Fertile Crescent over competition for natural resources and cultural differences
7. The Nile River and delta, with its annual flooding, provided fertile soil for growing crops and led to a variety of innovations
8. The abundance of resources allowed the Egyptian economy to flourish and encouraged trade with other cultures
9. Natural barriers such as seas, deserts, and cataracts provided protection from invaders
10. Gods, goddesses, religious symbolism, and a strong belief in the afterlife were closely linked to the natural world
11. Wealth and resources led to cultural and scientific innovations
12. Vast territory was managed through a strong theocracy led by a pharaoh and protected by a powerful military
13. The physical geography of ancient Kush and its environmental factors influenced early settlement in this area
14. The relationship between Egypt and Kush influenced the development of their culture
15. The location of Kush influenced its history and created its own unique civilization
16. A group of people who lived northeast of Egypt were known as the Israelites, later called Jews
17. Jewish civilization developed gradually after about 1800 B.C.E. and continues to flourish today
18. Judaism is the religion of the Jewish people and is one of the world's most influential religious traditions
19. The four leaders of the ancient Israelites—Abraham, Moses, and kings David and Solomon—contributed to the development of Judaism
20. Judaism was preserved after most Jews were driven from their homeland and the teachings of Judaism have survived to modern day.

C. Unit 3: India & China Past & Present (suggested time: 45 days)

Essential Question: What factors lead to the development of unique cultures and allow ancient traditions to endure?

1. Geography of the Indian Subcontinent, including the Hindu Kush and Himalayan Mountains and the surrounding bodies of water, contributed to the relative isolation of this region
2. Climate of this region, characterized by the monsoon seasons and the rivers, influenced settlement patterns

3. Indian culture was influenced by the art and architecture of the Harrapan civilization as demonstrated by archaeological evidence of ritualistic bathing, a writing system, trade, and technology and infrastructure
4. Indus Valley culture was influenced by the Aryan culture as evidenced by the Vedas, Caste System and Sanskrit
5. Significant technological contributions came from Ancient India including advancements in math, astronomy, and medicine
6. The Hindu religion characterized daily life in Ancient India and continues to be a dominant force in modern-day Indian culture
7. Buddhism originated in Ancient India. through cultural diffusion it has influenced the development of most East Asian societies, past and present
8. Himalayan Mountains, the Pacific Ocean, and deserts isolated China from the rest of the world
9. Physical geography of East Asia led to human settlement in the east along river valleys
10. Technological innovations helped to unify and protect China, innovations such a silk and luxury goods allowed for trade and economic growth
11. Social order in vast empires was maintained by powerful dynasties and emperors who received their power through a Mandate of Heaven
12. The beliefs and practices of Confucianism, Daoism, and Legalism contributed to the unification of China by providing a framework for common values
13. The Silk Road facilitated the exchange of goods and ideas with the outside world.

D. Unit 4: Greece (suggested time: 45 days)

Essential Question: How does citizen participation in government benefit society and allow culture to flourish and endure?

1. The geography of the Mediterranean region contributed to either the division or unification and development of classical societies
2. There are many forms of governments such as democracy, republic, oligarchy, and monarchy, and classical civilizations selected the form of government that best addressed their geographic and societal needs
3. The success of a government can be impacted by its reaction to the development and spread of religions and philosophical systems
4. Interactions with other cultures influenced the way of life for Mediterranean civilizations
5. As civilizations and empires grow, their power and influence spreads, but they are also faced with additional challenges such as class conflict, internal struggles and decline in living conditions
6. Internal conflicts within a civilization weakened classical societies and made them vulnerable to outside invaders or the rise of a strong person within their empire
7. The Persian Wars caused the Greek city-states to unite against a common enemy, which led to a unified Greek Civilization and a period of economic, social, and technological advancement characterized as the Golden Age of Athens
8. Peaceful eras such as the Golden Age in Athens and the Pax Romana led to developments and advancements in infrastructure, military, government, agriculture and trade
9. As a result of the Golden Age in Athens, there were differences in quality of life between Athenians and Spartans, which led to tensions that caused the Peloponnesian Wars

10. The Peloponnesian Wars were internal conflicts, leaving Greece vulnerable to outside invaders
11. The Ancient Greeks impacted the development of Western Civilization in areas such as art, literature, language, engineering, architecture, religion and government.

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. To achieve the goal of differentiation and to address various learning styles and stages of readiness, a variety of instructional methods are used, such as cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources: websites, magazines, or books. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
 1. Research using the internet and online resources, including the evaluation of sources for validity and the use of multiple resources to provide multiple perspectives
 2. Use of interactive websites and web quests
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as role plays, simulations, small and large group discussions, debates, and problem-solving activities
- D. In developing course content, instruction is inquiry-based guided by essential themes and concepts to help students establish connections across time
- E. Teachers collaboratively analyze formative and summative assessment data with grade-level colleagues to identify learning trends and areas of weaknesses to guide instruction
- F. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

IV. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment. Methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Formative and summative assessments to plan effective instruction, estimate and document student progress, and communicate with students, parents, and other professionals about student progress

- B. Baseline and benchmark assessments that incorporate a variety of primary and secondary sources are used to track student growth and progress through the format of a Document-Based Questions assessed using a common rubric
- C. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, debates or presentations of varying styles
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history both verbal and written
- E. Inquiries and investigations based on primary and secondary sources related to the unit of study
- F. Weighing primary historical evidence and drawing informed conclusions about the course content
- G. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- H. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research. These may be in the form of essays or multimedia presentations.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support the sixth grade social studies curriculum:

- A. Professional development workshops and in-service training to learn curriculum, prepare instruction for new topics, and continue growth in expertise in the content area
- B. Time for collegial sharing of lesson ideas and instructional strategies
- C. Time to collaborate with supervisors and colleagues to utilize essential questions in the designing of unit plans, assessments, and Document Based Questions. Opportunities to discuss best practices for teaching with primary and secondary sources
- D. Grade level and department meetings to analyze formative and summative assessment data with grade-level colleagues to identify learning trends and areas of weaknesses to guide instruction
- E. Attendance at professional conferences to acquire new techniques and strategies to accommodate the 21st century learner
- F. During the school year, teachers are provided with opportunities to preview educational resources relevant to this curriculum such as: magazines, websites, new online resources, and up-to-date textbooks.

APPENDIX I

New Jersey Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires

	thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.1.6-8 Cite specific textual evidence to support analysis of primary and secondary sources

RH.2.6-8 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

RH.3.6-8 Identify key steps in a text's description of a process related to history/social studies

RH.4.6-8 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

RH.5.6-8 Describe how a text presents information (sequentially, comparatively, causally)

RH.6.6-8 Identify aspects of a text that reveal an author's point of view or purpose (loaded language, inclusion or avoidance of particular facts)

RH.7.6-8 Integrate visual information (charts, graphs, photographs, videos, or maps) with other information in print and digital texts

RH.8.6-8 Distinguish between fact, opinion and reasoned judgment in a text

RH.9.6-8 Analyze the relationship between a primary and secondary source on the same topic

RH.10.6-8 By the end of grade 8, read and comprehend history/social studies texts in grades 6-8 text complexity band independently and proficiently

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.1.6-8 Write arguments focused on discipline specific content

- Introduce claims about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from supports the argument presented

WHST.2.6-8 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style and objective tone
- Provide a concluding statement or section that follows from and supports the information or explanation presented

WHST.4.6-8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST.5.6-8 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose or audience have been addressed

WHST.6.6-8 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.7.6-8 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

WHST.8.6-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

WHST.9.6-8 Draw evidence from informational texts to support analysis reflection, and research
WHST.10.6-8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

NJSLELA.SL.1.6 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly

NJSLELA.SL.2.6 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

NJSLELA.SL.3.6 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

NJSLELA.SL.4.6 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

NJSLELA.SL.5.6 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

NJSLELA.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities

. The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed

Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models

Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples

Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work
Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects

Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>
PREPARATION
Write content objectives clearly for students
Write language objectives clearly for students
Choose content concepts appropriate for age and educational background levels of students
Identify supplementary materials to use
Adapt content to all levels of students proficiency
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)**ACADEMICS**

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes

Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time

Break down tasks into manageable units

Directions repeated, clarified, or reworded

Frequent breaks during class

Allow verbal rather than written responses

Modify curriculum content based on student's ability level

Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

SEVENTH GRADE SOCIAL STUDIES

Schools..... Edison & Roosevelt Intermediate
Department.....Social Studies
Length of Course Full Year
Grade Level.....7
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Social Studies seventh grade curriculum aims to develop students into self-directed learners who attain skills necessary to succeed beyond their school career. All students acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. The goal of the Westfield Social Studies Program is to prepare students to think critically, solve problems, creatively innovate, effectively communicate, and collaborate with their peers. This goal includes facilitating students' development into civic-minded, reflective, globally aware, and socially and ethically responsible world citizens in the 21st century. Students are prepared to become independent, informed thinkers who can identify, understand, and cooperatively work together to confront the problems that face our world today.

The seventh-grade curriculum is inquiry-driven, with students formulating their own questions in addition to the essential questions provided for each unit. Throughout the year, students analyze social studies from multiple perspectives by consulting numerous primary and secondary sources, while assessing their validity and contextualization. As a result of their thorough research, students are encouraged to draw informed conclusions and provide evidence to support their discoveries.

The Westfield social studies curriculum infuses geography, history, economics, civics, and archaeology social sciences throughout the course to provide students with an inclusive understanding of the emergence of Europe beginning with the decline and fall of ancient Rome, the Byzantine Empire, the Middle Ages, flourishing of culture and innovations during the Renaissance, and the Exploration and Colonization of the Americas. This course references themes and concepts of the ancient world from sixth grade and provides a basis for the study of the modern world in eighth grade.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

A. Design questions and plan inquiries based on the central ideas and concepts of each learning

Unit

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

B. Evaluate the extent to which geography impacts the development and success of political, economic, and social institutions

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

WHST 1, 2, 4, 5, 6, 7, 8, 9

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

C. Identify and apply appropriate discipline specific vocabulary to time periods or dates in historical Narratives

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH 4, 7

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

D. Demonstrate through written, visual, and oral means, knowledge or facts, concepts and theories pertaining to world civilizations, their origins, decline, innovations and legacies

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4 WHST 1, 2

NJ Student Learning Standards for English Language Arts Speaking and Listening 7.1

NJ Student Learning Standards for Visual and Performing Arts 1.2

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

E. Gather and analyze primary and secondary sources to evaluate multiple perspectives and competing historical interpretations in order to develop a critical understanding of events and issues in world history

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2

NJ Student Learning Standards English Language Arts Speaking and Listening 8.1

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

F. Support arguments about historical issues by using evidence from a variety of resources

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for English Language Arts Speaking and Listening 7.1, 2, 4, 6

NJ Competencies for SEL- Social Awareness, Responsible Decision- Making, Relationship Skills

- G. Evaluate the extent to which world cultures and civilization were socially, politically, economically, artistically, and technologically successful
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Visual & Performing Arts 1.2
NJ Student Standards for World Languages 7.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills
- H. Apply an understanding of how past societies addressed various challenges to help solve present-day global issues
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills
- I. Construct a thesis statement and argument with support from primary and secondary source documents
NJ Student learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2
NJ Student Learning Standards for ELA Speaking and Listening 7.1
NJ Competencies for SEL- Self-Awareness, Self- Management, Responsible Decision-Making, and Relationship Skills
- J. Extend research skills including sourcing, contextualization, corroboration, and close reading
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9
WHST 1, 2, 4, 6, 7, 8, 9, 1
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Self-Awareness, Self- Management
- K. Describe the ways in which the interactions among various ethnic, religious, social and cultural groups of civilizations have been characterized by conflict, coexistence, assimilation and/or cooperation
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards for ELA - Literacy in History/Social Studies, Science, and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills
- L. Question how conflict and actions by individuals and groups have contributed to changes in society throughout global and American History
NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8
NJ Student Learning Standards ELA - for Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8
NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, responsible decision-making, and relationship skills

M. Develop and refine independence and time-management skills through the implementation of research projects and document based questions using various technological resources

NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8

NJ Student Learning Standards for Visual and Performing Arts 1.2

NJ Student Learning Standards for Technology 8.1

NJ Competencies for SEL- Self-Awareness, Self- Management and Responsible Decision-Making

N. Demonstrate critical listening skills and active engagement through discussion and debate

NJ Student Learning Standards for ELA Speaking and Listening 7.1, 2, 3, 4, 6

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

O. Evaluate how the Middle Ages and the Renaissance led to exploration and colonization of North America

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for ELA - Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for ELA Speaking and Listening 7.1

P. Identify the political, economic, and social contributions of persons with disabilities and LGBTQ people.

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

The Social Studies Curriculum in seventh grade incorporates a variety of social sciences and the New Jersey Student Learning Standards. While the content is primarily driven by the study of historical content, social studies practices are integrated throughout this curriculum. In addition, current events are integrated into the curriculum to ensure students have a meaningful understanding of the world around them, and real-world applications are infused to demonstrate the relationship between the social studies content and students' lives.

Historical thinking skills will be utilized throughout the curriculum as students learn to interact with a variety of text, maps, illustrations, photos, and other analyze primary and secondary sources. Seventh grade social studies curriculum begins with a course essential question that emphasizes chronological thinking (change over time), the unifying theme of the course. Each section of the curriculum begins with a thematic question whose exploration demonstrates the significance of the content, and is followed by the core concepts and understandings that students master through gathering and evaluating sources and developing claims by using the evidence. All students are prepared to communicate their beliefs of historical events accurately through the use of evidence.

Course Essential Question: What factors led to the downfall and enlightenment of eastern and western civilizations?

Unit 1: Classical Civilization 753 B.C.E - 476 C.E (suggested time: 50 days)

Essential Question: What were the primary reasons for the rise of the Roman Republic and the decline and fall of the Roman Empire?

1. Define the term civilization. Identify and describe the characteristics of a successful and unsuccessful civilization
2. The eight necessities of culture will be identified to help explain the formation and development of past and present western civilizations
3. Geography of the Mediterranean region played an important role in the development of political, social, economic, and cultural advancements in Ancient Rome
4. The success and failure of the Roman civilization were attributed to effective and ineffective decision-making involving economic, political, social, and diplomatic factors
5. The contributions of the Roman civilization influenced the development of Western Civilizations in areas such as art, architecture, government, religion, language, travel, trade, science, and technology.

Unit 2: The Middle Ages 500 C.E – 1500 C.E (suggested time: 50 days)

Essential Question: What basic necessities were needed to establish stability and order during the Middle Ages?

1. Byzantine and the western Roman Empires, geography, technology, laws, art, and architecture contributed to the development of these cultures
2. Judaism, Christianity, and Islam influenced the political, social, and cultural development of the Byzantine Empire.
3. Religion was both a uniting and divisive influence in the Byzantine Empire causing tensions and internal conflicts among individuals and groups of people
4. The decline of the Byzantine Empire was attributed to factors such as political struggles, social and religious tensions, and external invasions
5. After the decline and fall of the Roman Empire, Western Europe experienced the loss of social, intellectual institutions, and the establishment of the medieval justice system
6. Charlemagne helped unite all of Western Europe during the Middle Ages through strong leadership and the resurrection of Greco-Roman ideas including education, religion, and laws
7. The Vikings, as explorers, traders, and raiders impacted negatively and positively on society. The Viking expansion and destruction of western European settlements resulted in the need to establish order and protection in Medieval Europe

8. The Normans rule England and introduce the concepts of feudalism. Feudalism, as a system of land management and power structure, helped to organize and unify Western Europe
9. The Church was a powerful religious, social, cultural, and political institution. Medieval European society was based almost completely around the establishment of the Christian Church
10. The Crusades had a political, economic, and social effect on Medieval society from different
11. The Crusades effected groups differently. Consider the following groups; European political and religious leaders, the crusaders, Jews, and Muslims
12. Interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovations, and the arts
13. The Magna Carta established important principles, limited the powers of the Monarchy, and separated church and state. These influences are seen in medieval constitutional practice and in modern democratic thought and institutions
14. The Black Death changed the demographics and had an economic impact with far-reaching results such as; the reduction in population led to a large decrease in the number of workers, an increase in wages and better working conditions for peasant workers.
15. Political, economic, and social events such as the Magna Carta and Black Death led to the eventual decline of feudalism and the rise of democratic thought.

Unit 3: The Renaissance & Reformation 1300-1650 (suggested time: 40 days)

Essential Question: When is it appropriate to question authority and the values or beliefs of society?

1. The European Renaissance was characterized by advancements in art, science, literature, and technology
2. Major thinkers, artists, and inventors who contributed to new intellectual energy during the Renaissance include Donatello, Machiavelli, Michelangelo, Raphael, DaVinci, and Gutenberg. These thinkers focused on being an individual and expanding on creative thoughts and ideas
3. Modernization in technology and search for new trade routes led to the spread of ideas and access to markets (commerce) in Africa, Asia, and the Americas. Countries like Portugal and Spain contributed to new trade routes and exploring new lands
4. The search for new trade routes and exploring new lands that facilitated commerce also resulted in the mistreatment of conquered peoples and the destruction of cultures. There were conflicting perspectives on these interactions

5. Individuals find it necessary to take a stand against authority. Individuals like Martin Luther, who challenged the political authority of the church, contributed to major religious, social and political changes during the Middle Ages
6. The Reformation shaped the religious and political development of both the Middle Ages as well as the rest of the world

Unit 4: European Exploration and the Colonization of the Americas 1450-1650 (suggested time 40 days)

Essential Question: What were the positive and negative influences that cultural diffusion had on newly-established civilizations in Africa and the Americas?

1. European innovations impacted the desire to expand and led to the movement of people, goods, and ideas including the Printing Press, cartography, shipbuilding, astrolabe, and other navigational devices
2. Europeans ventured to the Americas to establish colonies that would politically and economically support their countries of origin, explorers such as Christopher Columbus, Hernando Cortes, and Pizarro
3. Examine the cooperation, conflict, and cultural diffusion between Indigenous Peoples (Incans, Mayans, Aztecs) and Spanish conquistadores. Interactions were shaped by cultural differences, but were also influenced by the religious, economic and political motivations of the Spaniards
4. Central and South American cultures varied in their responses to the expansion of European settlements; their responses differed and included varying levels of cultural assimilation, mutual cooperation, resistance, and violent conflict
5. Indigenous cultures were destroyed as a result of the introduction of diseases, European warfare, acculturation, and religious conversion. The destruction of these cultures could be characterized as genocide and/or ethnocide
6. Slave trading centers and Triangular Trade introduced by Portugal transformed the population of Africa and caused human suffering. The growth of the African slave trade became popular when colonization began in the Americas
7. The results of England exploring and establishing colonies in North America with settlements at Roanoke, Jamestown and Plymouth.

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. To achieve the goal of differentiation and to address various learning styles and stages of readiness, a variety of instructional methods are used, such as cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources: websites, magazines, or books. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
 - 1. Research using the internet and online resources, including the evaluation of sources for validity and the use of multiple resources to provide multiple perspectives
 - 2. Use of interactive websites and web quests
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as role plays, simulations, small and large group discussions, debates, and problem-solving activities
- D. In developing course content, instruction is inquiry-based guided by essential themes and concepts to help students establish connections across time
- E. Teachers collaboratively analyze formative and summative assessment data with grade-level colleagues to identify learning trends and areas of weaknesses to guide instruction
- F. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment. Methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Formative and summative assessments to plan effective instruction, estimate and document student progress, and communicate with students, parents, and other professionals about student progress
- B. Baseline and benchmark assessments that incorporate a variety of primary and secondary sources that are used to track student growth and progress through the format of a Document-Based Question with a common rubric

- C. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, debates or presentations of varying styles
- D. Inquiries based on primary and secondary sources related to the unit of study
- E. Weighing primary historical evidence and drawing informed conclusions about the course content
- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research. These may be in the form of essays or multi-media presentations.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support the seventh grade social studies curriculum:

- A. Professional development workshops and in-service training to learn curriculum and prepare instruction for new topics
- B. Time to collaborate with supervisors and colleagues to utilize essential questions in the designing of unit plans, assessments, and Document Based Questions. Also, time to discuss assessment data and best teaching strategies to guide students to find, evaluate, analyze, and use primary and secondary sources
- C. Attendance at professional conferences to learn new techniques and strategies to teach the 21st century learner
- D. Materials provided to teachers including educational resources relevant to this curriculum such as: educational magazines and new online resources

APPENDIX I

New Jersey Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards for ELA Literacy in History/Social Studies

READING STANDARDS FOR ELA - LITERACY IN HISTORY/SOCIAL STUDIES

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered)

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally)
- RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)
- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- RH.6.8.10** Read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.1.6-8 Write arguments focused on discipline specific content

- Introduce claims about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
 - Establish and maintain a formal style
- Provide a concluding statement or section that follows from supports the argument presented

WHST.2.6-8 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
 - Use precise language and domain-specific vocabulary to inform about or explain the topic
 - Establish and maintain a formal style and objective tone
- Provide a concluding statement or section that follows from and supports the information or explanation presented

WHST.4.6-8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST.5.6-8 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose or audience have been addressed

WHST.6.6-8 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.7.6-8 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

WHST.8.6-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

WHST.9.6-8 Draw evidence from informational texts to support analysis, reflection, and research

WHST.10.6-8 Write routinely over extended time frames (time for reflection and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

NJSLS.ELA.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

NJSLS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

NJSLS.ELA.SL.7.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed

NJSLS.ELA.SL.7.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas

NJSLS.ELA.SL.7.1.D Acknowledge new information expressed by others, and, when warranted, modify their own views.

NJSLS.ELA.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

NJSLS.ELA.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence

NJSLS.ELA.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

NJSLS.ELA.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

NJSLS.ELA.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

Appendix VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content

areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX VIII

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The entire standards document may be viewed at <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX IX

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks

Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
STRATEGIES
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
<u>Use scaffolding techniques consistently throughout lesson</u>
<u>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson</u>
INTERACTION
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses
Use group configurations that support language and content objectives of the lesson
Provide sufficient wait time for student responses consistently
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text
PRACTICE/APPLICATION
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)

Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)

Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>

<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

GLOBAL PERSPECTIVES: COURSE 4011

Schools..... Westfield High School
Department..... Social Studies
Length of Course..... One Year
Prerequisite..... None
Credits..... 5
Grade Level..... 9
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

Global Perspectives is the first state mandated world history requirement that is required for all ninth graders not enrolled in Humanities or Exploring Global Studies. This course offers students the opportunity to identify and evaluate consequential events, themes, and challenges that have contributed to the world becoming increasingly complex, interdependent and interconnected. The forces of globalization began as early as the fifteenth century as various peoples traveled to, and interacted with, faraway places. Today, globalization has seemingly made the world smaller as interactions among various peoples, cultures, and nations have become omnipresent in our daily lives. These forces compel students to develop content knowledge, historical thinking skills, and collaboration in order to identify and prioritize significant issues, understand complexity by making connections, evaluate challenges and develop solutions to our contemporary challenges.

Global Perspectives compels students to apply their learning to contemporary challenges in order to become more engaged global citizens. To achieve this, students are presented with four units of study that focus on aspects of global citizenship through investigation of the past. Relevant primary and secondary texts support historical skill development and analytical considerations throughout the year. The course culminates in an investigation of contemporary challenges and ways the international community might approach these challenges based on instruction from the past.

Ultimately, Global Perspectives seeks to support student inquiry and understanding of other cultures in order to develop a richer perspective of the world and critical foundational skills that will support future historical investigation.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Read and comprehend complex literary and informational texts independently and proficiently

NJ Student Learning Standards for Social Studies 6.2.12

NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1-10

- B. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10

- C. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, student-led and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues. This will be accomplished by utilizing information from various formats, building on others' ideas, and evaluating others points of view, reasoning, and use of evidence

NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12

NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH. 9-10.1-8

NJ Competencies for SEL - Self-Awareness, Self-Management, Social Awareness

- D. Present information, findings and evidence as an individual or part of a group, utilizing technology or digital media when necessary and ensuring organization, development, substance, and style are appropriate to the task and audience

NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12

NJ Student Learning Standards for English Language Arts SL.9-10.4-6

- E. Demonstrate command of the conventions of standard English (grammar, spelling capitalization, and punctuation), apply knowledge of language to understand how it functions in different contexts, determine the meaning of unknown and multiple-meaning words and phrases, and acquire a range of general academic and domain-specific words and phrases

NJ Student Learning Standards for English Language Arts L.9-10.1-6

- F. Demonstrate research skills by utilizing print and electronic resources and determining the validity and relevance of such resources

NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12

NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8

NJ Student Learning Standards for Technological Literacy 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12

- G. Interpret and analyze data, graphs, and charts in order to draw conclusions and solve problems related to course content
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.7
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12
- H. Develop a global perspective by effectively studying diverse cultures and understanding the diverse experiences of people around the world
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1
NJ Competencies for SEL- Social Awareness, Relationship Skills
- I. Analyze and evaluate the extent to which geography impacts socioeconomic, cultural, and political institutions and decision-making
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Responsible Decision Making
- J. Assess how intellectual, cultural, economic, and scientific advancements have promoted the emergence of modern societies and created conflicts between tradition and change
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
- K. Evaluate the impact of cultural interactions, cultural diffusion and globalization on cultures, institutions and societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Languages 7.1
- L. Examine the ways in which societies are shaped and transformed by internal and external forces such as colonization, revolution, nationalism, imperialism and self-determination
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
- M. Assess the ways in which the international community responds to challenges, balancing national interests with global needs and the common good
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1
- N. Evaluate the ways in which religious, cultural, and ethnic diversity have contributed to the success or failure of various societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Visual and Performing Arts 1.2
NJ Student Learning Standards for World Language 7.1
NJ Competencies for SEL- Social Awareness, Relationship Skills
- O. Compare and contrast how past and present political, economic and social ideas, systems and practices have been utilized by world societies and evaluate the success of those societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1

- P. Analyze and evaluate the extent to which diplomacy and other tools of foreign policy have been used throughout history to promote national interests and to resolve regional and global conflicts as well as current global challenges
NJ Student Learning for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies RH1, 2, 3, 4, 5, 6, 7, 8, 9,10
- Q. Construct and present arguments using precise and knowledgeable claims from a variety of sources
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.12
NJ Competencies for SEL- Self-Management, Social Awareness, Responsible Decision Making
- R. Understand local, regional, and global problems; assess options for individual and collective action to address these problems; apply a range of deliberative and democratic strategies to make decisions and take informed action in classrooms, schools, and out-of-school civic contexts
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for World Language 7,1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.12
- S. Analyze a variety of texts in which you will distinguish among fact, opinion, and reasoned judgment
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
- T. Identify the central question(s) that the text addresses and the purpose, perspective, or point of view from which it has been constructed
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6
- U. Identify the historical context in which the event(s) unfolded and what the document reveals about the individuals or groups involved
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6
- V. Use reasoning to move from a set of specific facts to reach a general conclusion or support a generalization by marshaling the most relevant supporting facts
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
- W. Identify the political, economic, and social contributions of persons with disabilities and LGBT people.
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for SEL- Social Awareness, Responsible Decision Making, Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

This curriculum incorporates a variety of social sciences and the New Jersey Student Learning Standards. While the content is primarily rooted in the study of history and cultures, geography, economics, and civics are integrated throughout. Where appropriate current events are presented to ensure students have a meaningful understanding of the world around them, and real-world applications are infused to demonstrate the relationship between social studies and students' lives.

Historical thinking skills and social studies practices are taught throughout the curriculum as students learn to interact with a variety of texts, analyze primary and secondary sources and read and write both fiction and non-fiction texts. *Global Perspectives* begins with a course essential question that emphasizes global citizenship, the unifying theme of the course. Each unit begins with essential and guiding questions that focus classroom inquiry of the content included in each unit outline.

Course Essential Question: How do geographic, economic, social/cultural and political factors shape the course of history?

Unit I: Culture as a Foundation for Civilizations (suggested time: 6 weeks)

Essential Questions: How does culture define our global viewpoint?

Guiding Questions:

What specific elements illustrate culture?

What is the role of geography and climate in shaping distinct elements of culture?

What are the key institutions that shape a culture?

What does it mean to be human?

What does it mean to be “civilized”?

What are the consequences of cultural interaction?

How do gender norms and sexuality shape a culture’s assumed consensus?

What does it mean to live outside of the cultural norms of a society?

Content Outline:

- A. Core Institutions- basic institutions common to all societies
 - 1. Political
 - 2. Social
 - 3. Economic
 - 4. Cultural
- B. Geography-geographical factors that influence the development of cultures around the world
 - 1. Population growth and migration
 - 2. Availability and use of natural resources
 - 3. Cultural diffusion and isolation
 - 4. Transmission of ideas
 - 5. Development of survival strategies, economy and trade

- C. Elements of Culture – Exploring cultural norms through contemporary issues
1. Belief Systems/Religion- societies develop their basic values and these values help to shape their cultures. Compare/contrast various core elements for some or all of the following world religions
 - a. Judaism, Christianity and Islam
 - b. Hinduism and Buddhism
 - c. Confucianism
 - d. Impact of World Religions
 2. Government/Order- Different forms of government and various core elements
 - a. Monarchy
 - b. Absolute monarchy
 - c. Dictatorship
 - d. Anarchy
 - e. Democracy
 - f. Republic
 - g. Theocracy
 3. Survival/Economic-core principles for economic systems
 - a. Traditional
 - b. Command
 - c. Mixed
 - d. Market
 4. Social Institutions and Practices - core principles for social institutions and practices
 - a. Social hierarchy
 - b. Economic class
 - c. Family Systems
 5. Entertainment/Arts
- D. Case Studies-select at least one indigenous culture for study from one of the following regions:
1. Australia - Aborigines (Recommended)
 2. Africa
 3. South America
 4. North America
 5. Asia
 6. Oceania

Unit II: The Rise of Empires in Asia and Europe (500BCE to 1800CE)

(suggested time: 6 weeks)

Essential Questions: How do social, economic, and political forces shape cultural development and interactions?

Guiding Questions:

How have cultures balanced individual and community interests?

What gives individuals, groups, and empires power?

What actions preserve power?

What are the benefits and drawbacks of freedom of thought?

Does religion cause more violence or more peace in society?

How do we see forced labor play a role in empire building?

Content Outline:

A. Renaissance

1. Chinese Empire

- a. Confucianism, Daoism and Legalism
- b. Origins of Chinese Dynasties (Shang, Zhou, and Qin)
- c. The Han Dynasty and the Silk Road
- d. Civil Service Exam and Inventions (Tang and Song Dynasties)
- e. Mongol Rule
- f. Achievements and Decline of the Ming

2. Japan

- a. Feudal System
- b. Tokugawa
- c. Chinese Influence
- d. Policy of Isolation

B. The Islamic Empire

1. The Story of Muhammad and the Muslim Empire
2. The Umayyads and Abbasids
3. Sunni v. Shia conflicts
4. Muslim society and economy
5. Culture of Islam
6. Ottoman and Safavid Empires

C. Empires of India

1. Mauryan, Kushan, and Gupta Empires
2. Mogul Dynasty

D. Transformation in Europe

1. Renaissance as a Catalyst for Change

- a. Trade and economic activity and the rise of European towns
- b. Greek, Roman, Asian, and Islamic influences on education, ideas, inventions, art, treatment of women.
- c. Accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare

2. The Protestant Reformation

- a. Origins (Martin Luther, John Calvin, and Henry VIII)
- b. The Catholic Response to the Protestant Reformation
- c. The Protestant Reformation impact on different social classes, women, and non-Europeans

- d. Religious conflicts stemming from beliefs, practices, and the roles of clergy, laypeople, and women. (religious wars in Europe, etc.)
- e. The impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas)
- f. The long-term global effects of the Protestant Reformation. (secularism, freedom of religion, migration and colonization in America)
- 3. The Scientific Revolution
 - a. Origins (discoveries of Copernicus, Galileo, Bacon, Newton, Kepler, and others)
 - b. Examination of how these discoveries challenged traditional teachings and beliefs
 - c. The impact of new ideas on society. (social classes, women, and non-Europeans)
 - d. Long-term global effects of the Scientific Revolution
- 4. The Enlightenment and The French Revolution
 - a. Origins (John Locke, Thomas Hobbes, and other prominent Enlightenment thinkers)
 - b. Philosophy and evolution of natural rights
 - c. The impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic)
 - d. The French Revolution
 - 1) Characteristics and stages of a Revolution
 - 2) Social divisions and financial problems
 - 3) Key events and the evolving government in France
 - 4) The shortfall of Enlightenment - rise and fall of Napoleon

Unit III: The First Global Age: Exploration, Colonialism, The Slave Trade , the Industrial Revolution, and Imperialism (1400s to 1800s)

(suggested time: 10 weeks)

Essential Question: How do cultures gain, consolidate, maintain, and lose power?

Guiding Questions:

How does access to natural resources create an imbalance of power? How do groups respond to that imbalance?

How do economic, political and social structures support an imbalance of power?

What rights do all humans have?

When is it appropriate for a citizen to question existing power structures?

How do indigenous people change and cause change when encountering the rest of the world?

How did the trans-atlantic slave trade change the nature of slavery

If all men are created equal, why is there so much inequality in the world?

Content Outline:

- A. European Exploration, Colonialism and Slave Trade
 - 1. New Networks, A spirit of Exploration, and Motives for Sea Travel
 - 2. Europe's Great Voyages
 - 3. The impact of Exploration (Aztec and Inca Civilizations)

4. The Growth of State Power
 - a. Absolute Rule in Europe (Louis XIV, Elizabeth I, Peter the Great, etc.)
 - b. Emerging European Dominance - Commercial Revolution, Mercantilism, Capitalism and Secular Beliefs.
 - c. Atlantic Empires
 - 1)Colonization of the Americas
 - 2)Economics of Silver
 - 3)Columbian Exchange
 - d. Slavery
 - 1)Early African Kingdoms (Ghana, Mali, Songhai, etc.)
 - 2)Triangle Trade and the Transatlantic Slave Trade
 - 3)Middle Passage
 - e. The movement of religion and ideas

B. The Industrial Revolution

1. Early Industry in Britain
2. Industrial Capitalism
3. Consequences of the Industrial Revolution
 - a. Industrial Labor
 - b. Women and children
 - c. Urbanization
 - d. Labor Unions

C. Imperialism

1. Causes of Imperialism
2. Great Britain's dominance in India and China
3. The Scramble for Africa
4. Impact

Unit IV. Global Crisis and Achievement (1900- 1945)

(suggested time: 8 weeks)

Essential Questions: How and why did the global balance of power change between 1900 and 1945?

Guiding Questions:

How do cultures gain, consolidate, maintain, and lose power?

Why do people create a national identity?

How does that national identity justify actions?

How are scapegoats used to maintain and consolidate power?

When is the human element more important than national identities?

Content Outline:

- A. Creation of a National Identity case study
 1. The Revolutions of 1848
 2. Italy
 3. Germany
 4. Meiji Japan
 5. Russia

6. China
 7. The Latin American Independence movements
- B. World War I
1. Causes, alliances and strategies
 2. Costs and Consequences (Growth of democracy, self-determination, dictatorships, totalitarianism, and prospects of lasting international peace)
 3. Ending WWI and its Aftermath
 - a. Treaty of Versailles
 - b. League of Nations
- C. The Russian Revolution
1. Russia under the Czars
 2. Unrest and Revolutionary Movements
 3. Rise of political parties
 4. Marxism and Leninism
 5. Revolution of 1905
 6. Bolsheviks
 7. The February Revolution, Dual Power, and the October Revolution
 8. Communism and Red Terror
- D. Latin America in the 19th and 20th centuries (select at least one)
1. The Mexican Revolution
 2. Central America and the Caribbean
 3. Dominican Republic and Haiti
 4. Panama
 5. Nicaragua
 6. Guatemala, Honduras, El Salvador, and Costa Rica
- E. North Africa and the Middle East
1. The End of the Ottoman Empire
 2. The formation of Turkey and Iran
 3. French Mandate
 - a. Syria and Lebanon
 4. British Mandate
 - a. Transjordan
 - b. Palestine
 - c. Balfour declaration
 5. Iraq and its independence
 6. The Arabian Peninsula
 - a. The kingdom of Saudi Arabia
 - b. The Persian Gulf Emirates
 - c. Yemen

7. Colonialism in North Africa
 - a. France and the Barbary States
 - b. Italian Colonialism
 - c. The British in Egypt
- F. The Rise of Fascism and Totalitarian States
 1. Italy under Mussolini
 2. Hitler and Nazi Germany
 3. The Holocaust
 4. Spanish Civil War
 5. Stalin and the Soviet Union
- G. World War II - The Reasons for Global Conflict After WWI
 1. Economic Crisis and Depression in Europe
 2. Rise of Militarism in Japan
 3. Britain and France Appease Hitler
 4. The War Begins
 - a. Blitzkrieg
 - b. The Battle of Britain
 5. The War in Europe 1942-1945
 - a. Nazis invade Soviet Union and North Africa
 - b. Allies War Strategies
 - c. The Battle of Stalingrad
 - d. Liberation under France
 6. The War in Asia, 1942-1945
 - a. The Pacific War begins
 - b. Allies turn the tide
 7. The development and use of atomic weapons
 8. Costs and consequences
 9. War Crimes Trials, Restructuring and The Marshall Plan
- H. Transformation of India and China After WWII
 1. The British in India
 - a. East India Company
 - b. British Raj
 - c. Independence for India
 - d. India in WWI
 - e. Massacre at Amritsar
 - f. Ghandi
 - g. War, Partition and Independence
 2. Reform and Revolution in China
 - a. Revolution in 1911
 - b. China's Civil War
 - c. China's Nationalist Government
 - d. Rise of Chiang Kai-shek
 - e. Nationalists Versus Communists
 - f. Rise of Mao Zedong

g. Formation of People's Republic of China

Unit V: Contemporary Global Issues (1945 to today)

(suggested time: 2 weeks)

Essential Questions: Is global citizenship the key to solving the problems of the 21st century and beyond?

Guiding Questions:

What does it mean to be a global citizen?

What contemporary political, economic, and social challenges exist?

What actions can be taken today to make an impact?

When should one take action?

Content Outline:

A. The Cold War

1. The Cold War Begins
2. Emerging Conflict
 - a. Iron Curtain
 - b. NATO
 - c. Warsaw Pact
3. Cold War Conflicts
 - a. Korean War
 - b. Vietnam War, Cambodia and Laos
 - c. Cuba
 - d. Tensions in the Middle East
 - e. Conflicts in Sub-Saharan Africa
4. The End of the Cold War and the breakup of the USSR
5. Challenges for poor and developing nations

B. Independence Movements around the world (select at least one)

1. Nigeria's Search for Stability
2. South Africa's Struggle for Democracy (Apartheid)
3. Indonesia under Sukarno
4. Pakistan - Dictatorship and Democracy
5. Tanzania- The Struggle for Development
6. Mexico
7. Poland

C. Shifts of Power in the Middle East

1. Arab Israeli conflict
2. Nationalism in Egypt
3. Revolution in Iran
4. Iraq under Saddam Hussein
5. The Wars in Iraq and Afghanistan
6. The Arab Spring
7. The Syrian Civil War
8. Extremist groups (Al Qaeda, ISIS)

- D. Contemporary Global Issues
 - 1. Population and migration
 - 2. Genocide (Rwanda, Darfur)
 - 3. Managing Natural Resources
 - 4. Global Economic Interaction
 - 5. Conflict, cooperation and security

IV. INSTRUCTIONAL TECHNIQUES:

Teachers require students to access materials, such as primary source documents, and specialized writings by political scientists that provide them with an overview of modern world history that enable them to establish the context and significance of problems, events, and trends. A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources: newspapers, magazines or books. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as debates, community projects, role-playing, slide show presentations, seminars, and panel discussions
- D. In developing course content, instruction is inquiry-based guided by essential themes and concepts to help students establish connections across time
- E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment. Methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles
- C. Analytical essays are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history
- E. Weighing primary historical evidence and drawing informed conclusions about the course content
- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research
- H. Applying ideas from the course to take informed action initiatives and service learning assignments focused global citizenship.

VI. PROFESSIONAL DEVELOPMENT

- A. Professional development workshops and in-service training are provided for continual growth and expertise in content material and exposure to trends and strategies that aid in the instruction of this curriculum
- B. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- C. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- D. Opportunities for collegial sharing of lesson ideas and instructional strategies

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse	Making sense of research findings requires thinking about what information is

Perspectives	included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX V

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

APPENDIX IX

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX X

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed

Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed
Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop

Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)
Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models

Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders
Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time

ENGLISH LANGUAGE LEARNERS	
GRADING	
<u>Standard Grades vs. Pass/Fail</u>	
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT	
<u>Pre K-K WIDA CAN DO Descriptors</u>	
<u>Grades 1-2 WIDA CAN DO Descriptors</u>	
<u>Grades 3-5 WIDA CAN DO Descriptors</u>	
<u>Grades 6-8 WIDA CAN DO Descriptors</u>	
<u>Grades 9-12 WIDA CAN DO Descriptors</u>	
<u>SIOP COMPONENTS AND FEATURES</u>	
PREPARATION	
Write content objectives clearly for students	
Write language objectives clearly for students	
Choose content concepts appropriate for age and educational background levels of students	
Identify supplementary materials to use	
Adapt content to all levels of students proficiency	
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	
BUILDING BACKGROUND	

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge
Provide activities for students to apply content and language knowledge in the classroom
Provide activities that integrate all language skills
LESSON DELIVERY
Support content objectives clearly
Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>

Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials

Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL

Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>

Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

EIGHTH GRADE SOCIAL STUDIES

Schools..... Edison & Roosevelt Intermediate
Department..... Social Studies
Length of Course Full Year
Grade Level..... 8
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The Westfield Social Studies eighth grade curriculum provides students with opportunities to acquire knowledge about United States history by engaging students in activities that increase their capacities to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems that confront the United States. The goal of the Westfield Social Studies Program is to prepare students for their future roles as intelligent, informed, reflective, responsible, and active citizens in our democratic society. This goal includes: preparing students to become independent, informed thinkers who can identify, understand, and cooperatively solve the problems that face our increasingly diverse nation.

The eighth-grade curriculum is inquiry-driven, with students formulating their own guided by essential questions provided for each unit. Throughout the year, students analyze social studies from multiple perspectives by consulting numerous primary and secondary sources, while assessing their validity and contextualization. As a result of their thorough research, students are encouraged to draw informed conclusions and provide evidence to support their discoveries. The year begins with an introduction to personal rights and freedoms.

Students examine how people react when they feel their rights are being violated. This theme is carried through each unit using essential questions that focus on the protection and evolution of citizens' rights in America. Students are challenged to look at primary and secondary sources to answer analytical questions. Emphasis is placed on themes present in their daily lives such as conflict, authority, and identity. As students think critically about past and present events, they examine evidence and analyze cause and effect relationships throughout history. The examination of social, political, geographic, and economic factors through conflict analysis and context application provides students with the tools necessary for understanding the issues of our world today.

The purpose of this course is to help students understand the social, economic, and cultural changes in the past so that they are more equipped to deal with changes as they come in the future. Students need to be prepared to be humane, rational, and productive people in a complex, multicultural, and independent world. In order for students to recognize the implications of global interconnectedness and take action, they must be able to make informed and reasonable decisions based on evaluating gathered evidence. In order to make these decisions, they must consider and value multiple perspectives and diversity throughout American history.

II OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Construct questions and plan investigations based on the central ideas and concepts from unit topics

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Language Arts RH.1, 2, 3, 4

NJ Competencies for SEL- Responsible Decision-Making

- B. Evaluate the ways in which geography, politics and cultural values have impacted the economic and social development of the United States

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Language Arts RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 5, 6, 7, 8, 9

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8

- C. Identify and apply appropriate discipline specific vocabulary to time periods or dates in historical narratives

NJ Student Learning Standards for Social Studies 6.2.8

NJ Student Learning Standards for Language Arts RH 4,7

NJ Student Competencies for SEL - Social Awareness

- D. Demonstrate knowledge of facts, concepts, and theories pertaining to the rights of American citizens through written, visual, and oral means

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4 WHST 1, 2

NJ Student Learning Standards for ELA Speaking and Listening 8.1

NJ Student Learning Standards for Visual and Performing Arts 1.2

- E. Gather and analyze primary and secondary sources to analyze a variety of texts and competing historical interpretations in order to develop a critical understanding of events and issues in the United States

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2

NJ Student Learning Standards for ELA Speaking and Listening 8.1

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8

- F. Engage effectively in collaborative discussions and written pieces that support arguments about historical issues by using evidence from a variety of resources

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for ELA Speaking and Listening 8.1, 3, 4, 6

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- G. Critique the extent to which citizens and the government have worked together to ensure equal rights for all through intellectual, cultural, economic, and scientific advancements over time

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9 Visual and Performing Arts 1.4

NJ Competencies for SEL- Relationship Skills

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8

- H. Apply an understanding of the common good and the rights and responsibilities of citizens to evaluate how problems, past and present, are resolved

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

NJ Student Learning Standards Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

- I. Construct argumentative essays with thesis statements supported by primary and secondary sources

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2

NJ Student Learning Standards for ELA Speaking and Listening 8.1

- J. Extend research skills including sourcing, contextualization, and corroboration

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for Technology 8.1

- K. Develop and refine independence and time-management skills through the implementation of research projects and document based questions using various technological resources

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for Visual and Performing Arts 1.2

NJ Student Learning Standards for Technology 8.1

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8

NJ Competencies for SEL- Self-Awareness, Self- Management and Responsible Decision-Making

- L. Describe the ways in which interactions among various ethnic, religious, social and cultural groups of Americans have been characterized by conflict, coexistence, assimilation, and/or cooperation

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2, 4, 6, 7, 8, 9, 10

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8

NJ Student Learning Standards for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

M. Assess how conflict and actions by individuals and groups have contributed to change in society throughout American History

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies RH.1, 2, 3, 4, 5, 6, 7, 8, 9

NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.8, 9.4.8

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

N. Demonstrate critical and respectful listening skills and active engagement through discussion and debate with an open-minded attitude

NJ Student Learning Standards for ELA Speaking and Listening 8.1

NJ Student Learning Standards for Visual and Performing Arts 1.4

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

O. Interpret the ways in which conflict and cooperation among diverse cultural, religious, political, and social groups lead to the creation of a unique American national identity

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Student Learning Standards for Literacy in History/Social Studies, Science and Technical Subjects RH.1, 2, 3, 4, 5, 6, 7, 8, 9 WHST 1, 2

NJ Student Learning Standards for World Language 7.1

NJ Student Learning Standards ELA Speaking and Listening 8.1

NJ Competencies for SEL- Self-Awareness, Self- Management, Social Awareness, Responsible Decision-Making, and Relationship Skills

P. Identify the political, economic, and social contributions of persons with disabilities and LGBTQ people.

NJ Student Learning Standards for Social Studies 6.1.8, 6.2.8, 6.3.8

NJ Competencies for SEL- Social Awareness, Responsible Decision-Making, and Relationship Skills

II. CONTENT, SCOPE AND SEQUENCE

While the content is primarily driven by the study of history and geography of the United States from its' birth to present day, social studies practices and economics are integrated throughout. Current events are incorporated to ensure students have a meaningful understanding of the world around them. Real-world applications are infused to demonstrate the relationship between the social studies and students' lives. Social studies practices and study skills are utilized throughout the curriculum as students learn to interact with a variety of text, analyze primary and secondary sources, and read and write both fiction and non-fiction texts. *8th Grade Social Studies* begins with a course essential question that emphasizes citizenship, the unifying theme of the course. Each section of the curriculum begins with a thematic question whose exploration demonstrates the significance of the content, and is followed by the core concepts and understandings that students master through gathering and evaluating sources and developing claims by using the evidence. By using the guidelines of social studies practices, students are encouraged to develop questions, collect and analyze resources, communicate conclusions and take informed action. Students are prepared to communicate their beliefs of historical events accurately through the use of evidence. Further, they are prepared to be informed citizens with the understanding of their civil responsibilities as democratic citizens.

Course Essential Question: How do citizens (both individually and collectively) fight for and preserve natural rights?

A. **Unit 1: The Forming of the United States of America (1620-1783)** (suggested time: 36 days)

Essential Question: How do people react when they feel their rights are not protected?

1. While the colonies are still loyal to Britain, they are beginning to develop a sense of national identity that ultimately unite the colonies against British rule
2. American colonists became frustrated with the British presence in the New World
3. The British, French, and Spanish were competing for land and resources that would strengthen their empire; culminating in a war over land leading to the rise in taxes.
4. Some Native American groups allied themselves with the French, while others allied with the British based on geographic proximity to the European claims
5. As the revolutionaries developed independent feelings, issues arose concerning: the right to vote on all issues that affect their daily lives, a government that does not abuse its power, and right to live comfortably which lead to working towards a goal of a representative government
6. Through various types of military action and political protest, English colonists created change in the colonies due to the tensions that arose between the American colonists and the English government. Tensions were over rights and representation and manifested in various levels of political, economic, physical and verbal rebellion
7. Tension and conflict between Great Britain and the colonists resulted in the American Revolutionary War and the eventual independence of the United States of America. New Jersey was central to the outcome of the American Revolution due to its geographic location and the leadership of various individuals
8. The establishment of an independent government, as outlined in the Declaration of Independence, gave rights and responsibilities to citizens but excluded the rights of African Americans, women and Native Americans which is still a struggle today
9. It is the citizens' civil duties to create change where change is deemed necessary.

B. **Unit 2: The Constitution 1781-1800** (suggested time: 36 days)

Essential Question: Does the Constitution protect the rights of American citizens?

1. The Declaration of Independence, The Articles of Confederation, The Constitution of the United States, and Bill of Rights established democratic principles in the new nation
2. The major democratic principles established in the Constitution focus on spreading out the powers of the government and the people
3. The idea of equality and liberty are nurturing to a democratic society
4. Our democracy promotes individual responsibility and civic participation within our society in the past and the present
5. Individual rights and the common welfare need to be balanced in a democratic society.
6. The Constitution, its amendments and subsequent legislation, executive orders and Supreme Court decisions illustrate the tensions between liberty and security and between liberty and equality
7. The history and government of New Jersey demonstrate the development of democratic principles in the new nation
8. The American government and society face challenges in balancing the ideals of equality, liberty, and security in addition to balancing individual rights with the common good

9. The contemporary issues including: concerns regarding voting rights, habeas corpus, free press, and minimum wage illustrate the challenges faced by a society dedicated to democratic principles.

C. **Unit 3: American Expansion 1800-1860** (suggested time: 36 days)

Essential Question: As the country expands, how are the lives of different cultures affected?

1. The U.S. Constitution provides mechanisms for the government to respond to changing social, economic, and political conditions through passing new policies
2. Disagreements over policies regarding how different cultural groups are treated highlights differences in opinions amongst Americans and challenge the authority of government. Cultural groups include, but are not limited to: slaves, women, children, immigrants and Native Americans
3. The belief in manifest destiny and the desire for economic gains contribute to the Westward expansion of the United States
4. Conflict between American settlers and the existing populations of Native Americans and Mexicans increases with the acquisition and exploration of the Louisiana Purchase, the Oregon territory, Texas and Northern Mexico
5. Federal and state policies regarding Native Americans reveal contradictions and tensions among political, social, cultural, and economic ideals and values
6. The increasing diversity of the population resulting from immigration and annexation presents additional opportunities and challenges to the nation
7. Political, economic, and social changes that resulted from the Industrial Revolution, the growth of a capitalist society and Westward expansion contribute to the rise of sectionalism.

D. **Unit 4: The Civil War & Reconstruction 1860-1877** (suggested time: 36 days)

Essential Question: What were the effects of regional and political differences between the States?

1. Since the founding of the colonies, differences in economic, social, political and cultural conditions have contributed to sectionalism which influenced different perspectives on the role of democratic government
2. The southern economy, dependent on agriculture and slave labor, had a strong sense of states' rights and a skepticism towards the federal government. On the other hand, the northern economy, dependent on industry, less reliant on slave labor benefitted from a strong central government
3. The abolition of slavery was a social, political, and economic controversy that revealed contradictions in the nation's beliefs and values and contributed to the conflict that became the Civil War
4. The various outcomes of the battles of the Civil War illustrated the strengths and weaknesses of both the north and the south; resulting in the death of over 600,000 soldiers between 1861 and 1865
5. At the conclusion of the war, the nation was kept together, the power of the federal government grew, and freedom was brought to millions of African Americans
6. Reconstruction illustrated the competing perspectives of various groups of politicians and political groups
7. The thirteenth, fourteenth, and fifteenth amendment gave African Americans rights on paper but it would take years for them to fully receive these rights

8. Reconstruction ended with the election of 1876 when all federal troops were removed from the Southern states.

E. **Unit 5: Social Reform & Civil Rights 1880-Present** (suggested time: 36 days)

Essential Question: How do people work together to create social reform?

1. Social reform is the focus of forward-thinking people who want to improve American life with the belief that the problems of society could be solved.
2. Reform movements include (but are not limited to): women's suffrage, immigration, changes in working conditions, environmental policies, ending political corruption, civil rights, the rights of the LGBTQ+, the disabled and discrimination in general
3. America's involvement in the World Wars challenged stereotypes at home
4. The Civil Rights movement, arguably the most important grassroots insurgency in American history led by young people, African Americans, women, and students, challenged deeply entrenched patterns of racial segregation and sexism
5. The United States Supreme Court Decision in *Brown v. the Board of Education of Topeka Kansas* (1954) establishes the legal framework for the Civil Rights Movement
6. African Americans, students, and women's organizations used grassroots non-violent direct action to create the framework for people to fight against discriminatory laws and securing the passage of landmark civil rights legislation. Some groups took a direct action approach with the same end goal
7. The women's movement, as part of the Civil Rights Movement, demanded freedom for women to go beyond society's designated roles for them as wives, mothers, and homemakers and pressed for changes in government that denied them equal rights. Women still struggle for equality today
8. The Civil Rights Act of 1964 and The Voting Rights Act of 1965 legally end segregation based on race, color, religion, sex, or national origin, and protect voting rights for all Americans.

IV. **INSTRUCTIONAL TECHNIQUES**

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Teachers require students to access materials, such as primary source documents, and specialized writings by political scientists that provide them with an overview of American government that enable them to establish the context and significance of problems, events, and trends
- B. To achieve the goal of differentiation and to address various learning styles and stages of readiness, a variety of instructional methods are used, such as cooperative group work, creation of inquiries, small and large group discussions, project creations, analysis of case studies, independent research and lecture
- C. Emphasis is placed on the use of diversified documentary materials drawn from primary sources. Materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- D. Research which includes the evaluation of sources for validity and the use of multiple resources to provide multiple perspectives; special emphasis on sourcing, looking bias and corroboration of sources

- E. Teachers encourage students to take an active role in the development of their knowledge through activities such as debates, community projects, taking informed action, role-playing, slide show presentations, and panel discussions
- F. In developing course content, instruction focuses on essential themes and concepts to help students establish connections across time and be well equipped to be informed and involved citizens
- G. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment. Methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark written assessments to be used to track student growth and progress through the year
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, debates or presentations of varying styles
- C. Analytical essays are modeled after text based evidence and evaluation standards established by the NJ Student Learning Standards for Literacy in History/Social Studies. These include document based questions
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history both verbal and written
- E. Inquiries based on primary and secondary sources related to the rights of people throughout American history
- F. Weighing primary historical evidence and drawing informed conclusions about the social, cultural, economic and political changes driven by American citizens over time
- G. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- H. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research. These may be in the form of essays or multi-media presentations.

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support the eighth grade social studies curriculum:

- A. Professional development workshops and in-service training to learn curriculum, prepare instruction for new topics, and continue growth in expertise in the content area
- B. Time for collegial sharing of lesson ideas and instructional strategies

- C. Time to collaborate with supervisors and colleagues to utilize essential questions in the designing of unit plans, assessments, and document based questions
- D. Time to analyze formative and summative assessment data with grade-level colleagues to identify learning trends and areas of weaknesses to guide instruction
- E. Attendance at professional conferences to learn new techniques and strategies to teach the 21st century learner
- F. Materials provided to teachers including educational resources relevant to this curriculum such as: magazines, newspapers, new online resources, and up-to-date textbooks.

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-SS.pdf>

APPENDIX II

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sense making. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

NJ Student Learning Standards for Literacy in History/Social Studies

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

RH.6.8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

WHST.1.6-8 Write arguments focused on discipline specific content

- Introduce claims about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from supports the argument presented

WHST.2.6-8 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Establish and maintain a formal style and objective tone
- Provide a concluding statement or section that follows from and supports the information or explanation presented

WHST.4.6-8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST.5.6-8 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose or audience have been addressed

WHST.6.6-8 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently

WHST.7.6-8 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

WHST.8.6-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

WHST.9.6-8 Draw evidence from informational texts to support analysis reflection, and research
WHST.10.6-8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience

APPENDIX IV

NJ Student Learning Standards for English Language Arts **Speaking and Listening**

NJSLSLA.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLSLA.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

NJSLSLA.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

NJSLSLA.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

NJSLSLA.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSLA.ELA-LITERACY.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSLA.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

NJSLSLA.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLSLA.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

NJSLSLA.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 therefore specific expectations.)

APPENDIX V

NJ Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.4: (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

NJ Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

NJ Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STANDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX IX

NEW JERSEY STUDENT LEARNING STANDARDS: VISUAL AND PERFORMING ARTS

STANDARD 1.2: (History of the Arts and Culture) All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.4: (Aesthetic Responses & Critique Methodologies) All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

APPENDIX X

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX XI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks
Provide extra time for tests

Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>
<u>Grades 6-8 WIDA CAN DO Descriptors</u>
<u>Grades 9-12 WIDA CAN DO Descriptors</u>
<u>SIOP COMPONENTS AND FEATURES</u>

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)
Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates

Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away
Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or

providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>
<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning

Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

EXPLORING GLOBAL STUDIES: COURSE 4010

Schools..... Westfield High School
Department..... Social Studies
Length of Course..... One Year
Prerequisite..... None
Credits..... 5
Grade Level..... 9
Date

I. RATIONALE, DESCRIPTION AND PURPOSE

Exploring Global Studies helps students develop the advanced skills, understandings, and perspectives necessary to be successful citizens in a world community. Reading, writing, speaking, listening, and language skills aligned to the New Jersey Student Learning Standards are emphasized throughout all learning units. Organization, note-taking, test-taking, and study strategies are also emphasized to promote self-regulated learning.

Students begin the course by studying various cultures to develop a better understanding of the diverse experiences of people around the world. Course content focuses on modern world history topics aligned with the New Jersey Student Learning Standards for Social Studies to better understand how the forces of globalization have developed through time. Topics include exploration, trade, colonialism, imperialism, revolution, nationalism, self-determination, militarism, and globalization. Students use knowledge of these topics to analyze contemporary challenges such as population growth, environmental endangerment, urbanization, industrialization, regional warfare, technological innovations, terrorism, and the global market economy. These global challenges and issues have affected the world's political stability, the interdependence of the global economy, the long-term health of the environment, and peoples' quality of life and standards of living.

Finally, students learn skills related to inquiry based learning and taking informed action. Essential questions that are important, relevant, and related to complex ideas and problems in society are be used to drive research and analysis. Students present their analysis and have opportunities to take informed action to address various challenges facing our world today.

Geography, anthropology, history, economics, civics, and social studies practices are integrated to address the New Jersey Student Learning Standards and to provide students with a comprehensive social studies experience. This course meets the first of the three years of required social studies at the high school level.

II. OBJECTIVES

The following objectives align with the New Jersey Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English Language Arts, Career Readiness, Life Literacies, and Key Skills, and the New Jersey Competencies for Social Emotional Learning. The curriculum addresses inclusive history by incorporating events and contributions of marginalized groups outlined in the following laws; Amistad Law, Holocaust Law and LGBTQ & Persons with Disabilities Law.

Students:

- A. Read and comprehend complex literary and informational texts independently and proficiently
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.1-10
- B. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
- C. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, student-led and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues. This will be accomplished by utilizing information from various formats, building on others' ideas, and evaluating others points of view, reasoning, and use of evidence
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH. 9-10.1-8
NJ Competencies for SEL - Self-Awareness, Self-Management, Social Awareness
- D. Present information, findings and evidence as an individual or part of a group, utilizing technology or digital media when necessary and ensuring organization, development, substance, and style are appropriate to task and audience
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for English Language Arts SL.9-10.4-6
- E. Demonstrate command of the conventions of standard English (grammar, spelling, capitalization, and punctuation), apply knowledge of language to understand how it functions in different contexts, determine the meaning of unknown and multiple-meaning words and phrases, and acquire a range of general academic and domain-specific words and phrases
NJ Student Learning Standards for English Language Arts L.9-10.1-6
- F. Demonstrate research skills by utilizing print and electronic resources and determining the validity and relevance of such resources
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.7, WHST.9-10.8
NJ Student Learning Standards for Technological Literacy 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12

- G. Interpret and analyze data, graphs, and charts in order to draw conclusions and solve problems related to course content
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies RH.9-10.7
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.1.12
- H. Develop a global perspective by effectively studying diverse cultures and understanding the diverse experiences of people around the world
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1
NJ Competencies for SEL- Social Awareness, Relationship Skills
- I. Analyze and evaluate the extent to which geography impacts socioeconomic, cultural, and political institutions and decision-making
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
NJ Student Learning Standards for Technology 8.1
NJ Competencies for SEL- Responsible Decision Making
- J. Assess how intellectual, cultural, economic, and scientific advancements have promoted the emergence of modern societies and created conflicts between tradition and change
NJ Student Learning Standards for Social Studies 6.2.12, 6.3.12
- K. Evaluate the impact of cultural interactions, cultural diffusion and globalization on cultures, institutions and societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Languages 7.1
- L. Examine the ways in which societies are shaped and transformed by internal and external forces such as colonization, revolution, nationalism, imperialism and self-determination
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
- M. Assess the ways in which the international community responds to challenges, balancing national interests with global needs and the common good
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1
- N. Evaluate the ways in which religious, cultural, and ethnic diversity have contributed to the success or failure of various societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Visual and Performing Arts 1.2
NJ Student Learning Standards for World Language 7.1
NJ Competencies for SEL- Social Awareness, Relationship Skills
- O. Compare and contrast how past and present political, economic and social ideas, systems and practices have been utilized by world societies and evaluate the success of those societies
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for World Language 7.1

- P. Analyze and evaluate the extent to which diplomacy and other tools of foreign policy have been used throughout history to promote national interests and to resolve regional and global conflicts as well as current global challenges
NJ Student Learning for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies RH1, 2, 3, 4, 5, 6, 7, 8, 9,10
- Q. Construct and present arguments using precise and knowledgeable claims from a variety of sources
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.12
NJ Competencies for SEL- Self-Management, Social Awareness, Responsible Decision Making
- R. Understand local, regional, and global problems; assess options for individual and collective action to address these problems; apply a range of deliberative and democratic strategies to make decisions and take informed action in classrooms, schools, and out-of-school civic contexts
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for Literacy in History/Social Studies, Science & Technical Subjects WHST.9-10.1-10
NJ Student Learning Standards for English Language Arts SL.9-10.1-6
NJ Student Learning Standards for World Language 7,1
NJ Student Learning Standards for Career Readiness, Life Literacies, and Key Skills 9.4.12
- S. Analyze a variety of texts in which you will distinguish among fact, opinion, and reasoned judgment
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
- T. Identify the central question(s) that the text addresses and the purpose, perspective, or point of view from which it has been constructed
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6
- U. Identify the historical context in which the event(s) unfolded and what the document reveals about the individuals or groups involved
NJ Student Learning Standards for Social Studies 6.2.12
NJ Student Learning Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6
- V. Use reasoning to move from a set of specific facts to reach a general conclusion or support a generalization by marshaling the most relevant supporting facts.
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Standards for Literacy in History/Social Studies RH 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
NJ Student Learning Standards for Technology 8.1
- W. Identify the political, economic, and social contributions of persons with disabilities and LGBT people.
NJ Student Learning Standards for Social Studies 6.1.12, 6.2.12, 6.3.12
NJ Student Learning Standards for SEL- Social Awareness, Responsible Decision Making, Relationship Skills

III. CONTENT, SCOPE AND SEQUENCE

This curriculum incorporates a variety of social sciences and the New Jersey Student Learning Standards. While the content is primarily driven by the study of history and cultures, geography, economics, and civics are integrated throughout. Where appropriate current events are integrated into the curriculum to ensure students have a meaningful understanding of the world around them, and real-world applications are infused to demonstrate the relationship between social studies and students' lives.

Social studies practices and study skills are taught throughout the curriculum as students learn to interact with a variety of texts, analyze primary and secondary sources and read and write both fiction and non-fiction texts. Specifically, organization, note-taking, test-taking, and study strategies are taught explicitly to foster self-directed and independent learning habits. *Exploring Global Studies* begins with a course essential question that emphasizes global citizenship, the unifying theme of the course. Each unit begins with essential questions whose exploration demonstrates the significance of the content, and is followed by a content outline.

Course Essential Question: What does it mean to be a global citizen?

Unit I: Culture as a Foundation for Civilizations

(suggested time: 4 weeks)

Essential Questions: What is culture?, What does it mean to be “civilized”?, What does it mean to be human?, How do indigenous peoples change when encountering the rest of the world and how does the rest of world change from encountering indigenous peoples?

Content Outline:

- A. Core Institutions-basic institutions common to all societies
 - 1. Political
 - 2. Social
 - 3. Economic
 - 4. Cultural
- B. From Hunter Gatherers to Civilizations- seven key characteristics of a civilization
 - 1. Culture
 - 2. Advanced Science, Technology, and Writing
 - 3. Religion
 - 4. Levels of Society
 - 5. Extra Food
 - 6. Government and Cities
 - 7. Specialized Jobs
- C. Geography-geographical factors that influence the development of cultures around the world
 - 1. Population growth and migration
 - 2. Availability and use of natural resources
 - 3. Cultural diffusion and isolation
 - 4. Transmission of ideas
 - 5. Development of survival strategies, economy and trade

- D. Belief Systems/Religion-compare/contrast various core elements for some or all of the following world religions
1. Judaism, Christianity and Islam
 2. Hinduism and Buddhism
 3. Confucianism
 4. Impact of World Religions
- E. Government/Order-core elements for the following systems of government
1. Monarchy
 2. Absolute monarchy
 3. Dictatorship
 4. Anarchy
 5. Democracy
 6. Republic
 7. Theocracy
- F. Case Studies-select at least one indigenous culture for study from one of the following regions
1. Australia - Aborigines (Recommended)
 2. Africa
 3. South America
 4. North America
 5. Asia
 6. Oceania

Students should be familiar with the following skills by the end of UNIT 1 and continue developing them throughout all units when necessary.

Note: The corresponding standard has been placed in parentheses at the end of each skill. Please refer to the list of New Jersey Student Learning Standards in the Appendix for further details.

Reading (*RH.9-10*):

1. Identifying primary and secondary sources (1)
2. Analyzing primary/secondary sources by citing text evidence (1)
3. Determining the central ideas of a primary/secondary source (2)
4. Increase student exposure to complex vocabulary related to the discipline. (4)

Writing (*WHST.9-10*):

1. Writing a claim (thesis) (1)
2. Writing an informational/explanatory text (2)
3. Using MLA format (4)
4. Creating an outline (5)
5. Avoiding plagiarism (8)
6. Drawing evidence from informational texts to support a claim (9)

Research (*WHST.9-10.7-9*):

1. Gathering information from multiple sources (8)
2. Assessing the usefulness of sources (8)

Speaking/Listening (SL.9-10):

1. Participate in a range of discussions (one-on-one, in groups, and teacher-led) with diverse partners building on the ideas of others. (1)
 - a. Prepare for discussions by reading and researching
 - b. Refer to evidence during the discussion
2. Integrate and evaluate multiple sources of information into discussions (2)

Language (L.9-10):

1. Use conventional English grammar and usage when speaking/writing. (1)
2. Use conventional English grammar, capitalization, punctuation, and spelling. (2)
3. Understand how language functions in different contexts to make correct choices for meaning and style when writing and for better understanding when reading or listening. (3)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (4)
 - a. Use context clues
 - b. Consult reference materials (thesaurus, dictionary, and glossary)
 - c. Verify preliminary determination of a word by guess and check
5. Show understanding of figurative language, word relationships, and nuances in word meanings (5)
6. Acquire and use accurately general academic and domain-specific words and phrases. (6)

Unit II: The Rise of Empires in Asia (500BCE - 1500CE)

(suggested time: 8 weeks)

Essential Questions: Is it better to value the individual over the community or the community over the individual? What political, economic, religious, or military factors unify or cause conflict in a region or empire?

Content Outline:**A. Empires of China and Japan**

1. China
 - a. Confucianism, Daoism and Legalism
 - b. Origins of Chinese Dynasties (Shang, Zhou, and Qin)
 - c. Han Dynasty and the Silk Road
 - d. Civil Service Exam and Inventions (Tang and Song Dynasties)
 - e. Mongol Rule
 - f. Achievements and Decline of the Ming
2. Japan
 - a. Feudal System
 - b. Tokugawa
 - c. Chinese Influence
 - d. Policy of Isolation

- B. The Islamic Empire
 - 1. The Story of Muhammad and the Muslim Empire
 - 2. The Umayyads and Abbasids
 - 3. Sunni v. Shia conflicts
 - 4. Muslim society and economy
 - 5. Culture of Islam
 - 6. Ottoman and Safavid Empire
- C. Empires of India
 - 1. Mauryan, Kushan, and Gupta Empires
 - 2. Mogul Dynasty

Unit III. Transformation in Europe (1400CE - 1800CE)

(suggested time: 6 weeks)

Essential Questions: Is it better to value the individual over the community or the community over the individual? What political, economic, religious, or military factors unify or cause conflict in a region or empire?

Content Outline:

- A. Renaissance as a Catalyst for Change
 - 1. Trade and economic activity and the rise of European towns
 - a. Greek, Roman, Asian, and Islamic influences on education, ideas, inventions, art, treatment of women
 - b. Accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare
- B. The Protestant Reformation
 - 1. Origins (Martin Luther, John Calvin, and Henry VIII).
 - 2. The Catholic Response to the Protestant Reformation.
 - 3. The Protestants Reformations impact on different social classes, women, and non-Europeans
 - a. Religious conflicts stemming from beliefs, practices, and the roles of clergy, laypeople, and women. (religious wars in Europe, etc.)
 - b. The impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas).
 - c. The long-term global effects of the Protestant Reformation (secularism, freedom of religion, migration and colonization in America)
- C. The Scientific Revolution
 - 1. Origins (discoveries of Copernicus, Galileo, Bacon, Newton, Kepler, and others)
 - 2. Examination of how these discoveries challenged traditional teachings and beliefs
 - 3. The impact of new ideas on society. (social classes, women, and non-Europeans)
 - 4. Long-term global effects of the Scientific Revolution

D. The Enlightenment and The French Revolution

1. Origins (John Locke, Thomas Hobbes, and other prominent Enlightenment thinkers)
2. Philosophy and evolution of natural rights
3. The impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic)
4. The French Revolution
 - a. Characteristics and stages of a Revolution
 - b. Social Divisions and Financial Problems
 - c. Key events and the evolving government in France
 - d. The Shortfall of Enlightenment - The Rise and Fall of Napoleon

Students should be familiar with the following skills by the end of Units 2 and 3 and develop them throughout later units when necessary:

Reading (RH.9-10):

1. Use a variety of texts and explain how the structure impacts a key point, explanation or analysis (the difference between a journal, editorial, news article, textbook account, blog, statistics, op-ed). (5)

Writing (WHST.9-10):

1. Developing an argument in a formal essay. (1, 4, and 5)
2. Understanding the difference between argumentative vs. informative/explanatory writing. (1 and 2)
3. Writing a conclusion statement or section. (1 and 2)
4. Write narratives of real or imagined experiences or events. (3)
5. Use technology to produce/publish writing. (6)

Research (WHST.9-10.7-9):

1. Synthesize and integrate research/information into writing selectively with a good flow of ideas. (7)
2. Using sources effectively to support a claim or explanation. (8)

Speaking/Listening (SL.9-10):

1. Use multiple sources to present information. (1 and 4)
2. Use technology and digital media to enhance presentations. (5)

Unit IV: The Transformation of the Americas and Africa (1400CE to 1900CE)

(suggested time: 8 weeks)

Essential Question: If all men are created equal, why is there so much inequality in the world?

Content Outline:

A. European Exploration, Colonialism and Slave Trade

1. New Networks, A spirit of Exploration, and Motives for Sea Travel
2. Europe's Great Voyages
3. The impact of Exploration (Aztec and Inca Civilizations)
4. The Growth of State Power
 - a. Absolute Rule in Europe (Louis XIV, Elizabeth I, Peter the Great, etc.)

- b. Emerging European Dominance - Commercial Revolution, Mercantilism, Capitalism and Secular Beliefs
 - c. Atlantic Empires
 - 1) Colonization of the Americas
 - 2) Economics of Silver
 - 3) Columbian Exchange
 - d. Slavery
 - 1) Early African Kingdoms (Ghana, Mali, Songhai, etc.)
 - 2) Triangle Trade and the Transatlantic Slave Trade
 - 3) Middle Passage
 - e. The movement of religion and ideas
- B. The Industrial Revolution
 - 1. Early Industry in Britain
 - 2. Industrial Capitalism
 - 3. Consequences of the Industrial Revolution
 - a. Industrial Labor
 - b. Women and children
 - c. Urbanization
 - d. Labor Unions
- C. Imperialism
 - 1. Causes of Imperialism
 - 2. The Scramble for Africa
 - 3. Impact

Unit V: Regional Issues in a Contemporary World (1900-1990s)

(suggested time: 8 weeks)

Essential Questions: What are the benefits and drawbacks of globalization?, What is the responsibility of a global citizen?

Content Outline:

- A. World War I
 - 1. Causes
 - 2. Costs and Consequences (Growth of democracy, self-determination, dictatorships, totalitarianism, and prospects of lasting international peace)
- B. North Africa and the Middle East
 - 1. The End of the Ottoman Empire
 - 2. The formation of Turkey and Iran
 - 3. French Mandate
 - a. Syria and Lebanon
 - 4. British Mandate
 - a. Transjordan
 - b. Palestine
 - c. Balfour declaration

5. Iraq and its' independence
 6. The Arabian Peninsula
 - a. The kingdom of Saudi Arabia
 - b. the Persian Gulf Emirates
 - c. Yemen
 7. Colonialism in North Africa
 - a. France and the Barbary States
 - b. Italian Colonialism
 - c. The British in Egypt
- C. World War II - The Reasons for Global Conflict After WWI
1. Economic Crisis and Depression in Europe
 2. Rise of Militarism
 3. Policy of Appeasement
 4. Key Turning Points of the War in Europe and in the Pacific
 5. Costs and Consequences
 6. the Holocaust
 7. War Crimes Trials and Restructuring
- D. Transformation of India and China After WWII
1. The British in India
 - a. East India Company
 - b. British Raj
 - c. Independence for India
 - d. India in WWI
 - e. Massacre at Amritsar
 - f. Ghandi
 - g. War, Partition and Independence
 2. Reform and Revolution in China
 - a. Revolution in 1911
 - b. China's Civil War
 - c. China's Nationalist Government
 - d. Rise of Chiang Kai-shek
 - e. Nationalists Versus Communists
 - f. Rise of Mao Zedong
 - g. Formation of People's Republic of China
- E. The Soviet Union, The Cold War and Modern Russia
1. Russian Revolution, Stalin and the Soviet Union
 2. Cold War Conflicts
 - a. Korean War
 - b. Vietnam War, Cambodia and Laos
 - c. Cuba
 - d. Conflicts in Sub-Saharan Africa
 4. The End of the Cold War and the breakup of the USSR
 5. Challenges for poor and developing nations

F. Shifts of Power in the Middle East

1. Arab Israeli conflict
2. Nationalism in Egypt
3. Revolution in Iran
4. Iraq under Saddam Hussein
5. The Wars in Iraq and Afghanistan
6. The Arab Spring
7. The Syrian Civil War
8. Extremist groups (Al Qaeda, ISIS)

Unit VI: Contemporary Global Issues (1990s-today)

(suggested time: 4 weeks)

Essential Questions: What does it mean to be a global citizen?, How can global citizens address the challenges of the 21st century and beyond?

Case Studies (select at least one)

1. Population
2. Genocide (Rwanda, Darfur)
3. Managing Natural Resources
4. Global Economic Interaction
5. Conflict, cooperation and security

Students should be familiar with the following skills by the end of Units 4, 5, and 6:

Reading (*RH.9-10*):

1. Analyze various primary/secondary sources by citing text evidence – focusing on date and origin of information. (1)
2. Analyze in detail a series of events described in a text (3)
3. Compare viewpoints of multiple authors on the same topic. (6)
4. Use quantitative analysis (charts, data) with qualitative analysis in print/digital forms. (7)
5. Evaluate the argument of an author including the reasoning and use of evidence. (8)
6. Compare/contrast treatments of the same topic in multiple primary/secondary sources. (9)

Writing (*WHST.9-10*):

1. Develop strong and sophisticated body paragraphs to support a claim (thesis). (1)
2. Write informative/explanatory texts using content effectively to convey complex ideas. (2)
3. Draw evidence from multiple informational texts. (9)
4. Writing a conclusion statement or section that strongly supports the claim. (1 and 2)
5. Use transitions and sentence structure to create a cohesive and logical piece of writing. (1, 2, and 4)
6. Develop a counter-argument or counterclaim. (1)
7. Write and edit work that conforms to guidelines (MLA Handbook). (1, 2, 4, 5, 6, and 8)

8. Write narratives to develop real or imagined experiences or events with well-chosen details and sequences. (3)

Research (WHST.9-10.7-9):

1. Use research to effectively answer a question or solve a problem. (7)
2. Gather information from various digital/print sources and evaluate their effectiveness independently. (8)

Speaking/Listening (SL.9-10):

1. Evaluate a speaker's point of view, reasoning, and use of evidence/rhetoric to identify any fallacious reasoning or exaggerated/distorted evidence. (3)
2. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Organization, development, substance, and style are appropriate to purpose, task, and audience. (4)
3. Use various forms of technology to present information effectively. (5)

IV. INSTRUCTIONAL TECHNIQUES:

Teachers require students to access materials, such as primary source documents, and specialized writings by political scientists that provide them with an overview of modern world history that enable them to establish the context and significance of problems, events, and trends. A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Examples include but are not limited to:

- A. Cooperative group work, inquiry questions, discussions, independent research and lecture
- B. Emphasis is placed on the use of diversified documentary materials drawn from primary sources: newspapers, magazines or books. Other sources of materials include maps, graphs, charts, political cartoons, statistical data, and other related resources. These resources are utilized to prepare for written and oral presentations
- C. Teachers encourage students to take an active role in the development of their knowledge through activities such as debates, community projects, role-playing, slide show presentations, seminars, and panel discussions
- D. In developing course content, instruction focuses on essential themes and concepts to help students establish connections across time
- E. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students' progress and development. A variety of assessment techniques and instruments are utilized to gauge students' understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment. Methods reflect the curricular goals and philosophy of the social studies program. Such methods include but are not limited to:

- A. Baseline and benchmark assessments
- B. Critical analysis of history, economics, politics, and government through active participation in classroom activities such as small or large group discussion, role-playing, or presentations of varying styles
- C. Analytical essays are modeled after text based evidence and evaluation standards established by the Common Core State Standards for Literacy in History/Social Studies.
- D. Analysis, critique, and explanation of historical and current sources and interpretations of trends in world/U.S. history
- E. Weighing primary historical evidence and drawing informed conclusions about the course content
- F. Reading, deducing and applying information obtained from maps, tables, charts, pictorial and graphic materials
- G. Completion of research based-projects and assignments that correctly document all sources consulted in the course of research
- H. Applying ideas from the course to take informed action initiatives and service learning assignments centered around global citizenship.

VI. PROFESSIONAL DEVELOPMENT

- A. Professional development workshops and in-service training are provided for continual growth and expertise in content material and exposure to trends and strategies that aid in the instruction of this curriculum
- B. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- C. Teachers are provided with opportunities to preview educational resources relevant to this curriculum during the school year
- D. Opportunities for collegial sharing of lesson ideas and instructional strategies.

APPENDIX I

New Jersey Student Learning Standards- Literacy in History/Social Studies **Pacing Guide**

The following is a comprehensive list of specific skills from the New Jersey Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects. They have been arranged according to level of complexity, with the more basic or familiar skills listed under Unit 1 and the more advanced skills listed in the following units. It is recommended that teachers conduct a baseline or pre-test to determine the needs of their students. Once these needs are determined, it is recommended that teachers use the progression of skills below, modifying them as needed, to ensure their students can meet the New Jersey Student Learning Standards for 9th grade.

Note: The corresponding standard has been placed in parentheses at the end of each skill. Please refer to the list of Common Core State Standards in Appendix III for further details.

Students should be familiar with the following skills by the end of UNIT 1 and continue developing them throughout all units when necessary.

Reading (*RH.9-10*):

1. Identifying primary and secondary sources (1)
2. Analyzing primary/secondary sources by citing text evidence (1)
3. Determining the central ideas of a primary/secondary source (2)
4. Increase student exposure to complex vocabulary related to the discipline. (4)

Writing (*WHST.9-10*):

1. Writing a claim (thesis) (1)
2. Writing an informational/explanatory text (2)
3. Using MLA format (4)
4. Creating an outline (5)
5. Avoiding plagiarism (8)
6. Drawing evidence from informational texts to support a claim (9)

Research (*WHST.9-10.7-9*):

1. Gathering information from multiple sources (8)
2. Assessing the usefulness of sources (8)

Speaking/Listening (*SL.9-10*):

1. Participate in a range of discussions (one-on-one, in groups, and teacher-led) with diverse partners building on the ideas of others. (1)
 - a. Prepare for discussions by reading and researching
 - b. Refer to evidence during the discussion
2. Integrate and evaluate multiple sources of information into discussions (2)

Language (L.9-10):

1. Use conventional English grammar and usage when speaking/writing. (1)
2. Use conventional English grammar, capitalization, punctuation, and spelling. (2)
3. Understand how language functions in different contexts to make correct choices for meaning and style when writing and for better understanding when reading or listening. (3)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (4)
 - a. Use context clues
 - b. Consult reference materials (thesaurus, dictionary, glossary)
 - c. Verify preliminary determination of a word by guess and check
5. Show understanding of figurative language, word relationships, and nuances in word meanings (5)
6. Acquire and use accurately general academic and domain-specific words and phrases. (6)

Students should be familiar with the following skills by the end of Units 2 and 3 and develop them throughout later units when necessary:

Reading (RH.9-10):

1. Use a variety of texts and explain how the structure impacts a key point, explanation or analysis (the difference between a journal, editorial, news article, textbook account, blog, statistics, op-ed). (5)

Writing (WHST.9-10):

1. Developing an argument in a formal essay. (1, 4, and 5)
2. Understanding the difference between argumentative vs. informative/explanatory writing. (1 and 2)
3. Writing a conclusion statement or section. (1 and 2)
4. Write narratives of real or imagined experiences or events. (3)
5. Use technology to produce/publish writing. (6)

Research (WHST.9-10.7-9):

1. Synthesize and integrate research/information into writing selectively with a good flow of ideas. (7)
2. Using sources effectively to support a claim or explanation. (8)

Speaking/Listening (SL.9-10):

1. Use multiple sources to present information. (1 and 4)
2. Use technology and digital media to enhance presentations. (5)

Students should be familiar with the following skills by the end of Units 4, 5, and 6:

Reading (RH.9-10):

1. Analyze various primary/secondary sources by citing text evidence – focusing on date and origin of information. (1)
2. Analyze in detail a series of events described in a text (3)
3. Compare viewpoints of multiple authors on the same topic. (6)
4. Use quantitative analysis (charts, data) with qualitative analysis in print/digital forms. (7)
5. Evaluate the argument of an author including the reasoning and use of evidence. (8)
6. Compare/contrast treatments of the same topic in multiple primary/secondary sources. (9)

Writing (WHST.9-10):

1. Develop strong and sophisticated body paragraphs to support a claim (thesis). (1)
2. Write informative/explanatory texts using content effectively to convey complex ideas. (2)
3. Draw evidence from multiple informational texts. (9)
4. Writing a conclusion statement or section that strongly supports the claim. (1 and 2)
5. Use transitions and sentence structure to create a cohesive and logical piece of writing. (1, 2, and 4)
6. Develop a counter-argument or counterclaim. (1)
7. Write and edit work that conforms to guidelines (MLA Handbook). (1, 2, 4, 5, 6, and 8)
8. Write narratives to develop real or imagined experiences or events with well-chosen details and sequences. (3)

Research (WHST.9-10.7-9):

1. Use research to effectively answer a question or solve a problem. (7)
2. Gather information from various digital/print sources and evaluate their effectiveness independently. (8)

Speaking/Listening (SL.9-10):

1. Evaluate a speaker's point of view, reasoning, and use of evidence/rhetoric to identify any fallacious reasoning or exaggerated/distorted evidence. (3)
2. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Organization, development, substance, and style are appropriate to purpose, task, and audience. (4)
3. Use various forms of technology to present information effectively. (5)

APPENDIX II

New Jersey Core Curriculum Content Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX III

New Jersey Student Learning Standards - Social Studies Practices

Social Studies practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life.

Practice	Description
Developing Questions and Planning Inquiries	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

The entire standards document may be viewed at <https://www.state.nj.us/education/cccs/2020/2020%20NJSLSS-SS.pdf>

APPENDIX IV

New Jersey Student Learning Standards for Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare/contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

APPENDIX V

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

APPENDIX VI

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VII

New Jersey Student Learning Standards for World Languages

STANDARD 7.1: (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VIII

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IX

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

STADNDARD 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

STANDARD 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

The entire standards document may be viewed at <https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

APPENDIX X

New Jersey Competencies for Social Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. <https://www.state.nj.us/education/students/safety/sandp/sel/>

APPENDIX XI

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education	
ENVIRONMENT	
Preferential Seating	
Adjust time for completion of assignments when needed	
Adjust length of assignments when needed	
Allow additional oral response time	
Break tasks (including long range assignments) into manageable steps	
Provide copies of notes	
Reduce the number of problems on a page	
Provide assistance with organizing a notebook or folder	
Repeat/ clarify directions when needed	
Make frequent checks for work/assignment completion.	
Modify homework and class work if needed	

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives
Provide hands-on learning activities
INSTRUCTIONAL STRATEGIES
Check work in progress
Provide immediate feedback
Provide extra drill/practice
Provide review sessions
Provide models
Highlight key words
Provide pictures/charts
Use mnemonics
Support auditory presentations with visuals
Have student restate information
Provide lecture notes/outline
Give oral reminders
Give visual reminders

Review directions
Use graphic organizers
Assign partners
Repeat instructions
Display key vocabulary
Monitor assignments
Provide visual reinforcement
Provide concrete examples
Use vocabulary word bank
ORGANIZATION
Post assignments
Provide a desktop list of tasks
Give one paper at a time
Provide extra space for work
List sequential steps
Provide folders to hold work

Post routines
Use pencil box for tools
Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats
Give advance warning when transition is going to take place
Provide structure for success
Provide a contract, timer, etc., for self-monitoring
Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)
TEST/QUIZZES/TIME
Give prior notice of test
Provide oral testing
Provide extra time for written work
Provide modified tests
Rephrase test questions/directions
Preview test procedures
Provide shortened tasks

Provide extra time for tests
Read test to student
Provide test study guides
Limit multiple choice options
Provide extra time for projects
Pace long term projects
Simplify test wording
Provide hands-on projects
Allow extra response time
ENGLISH LANGUAGE LEARNERS
GRADING
<u>Standard Grades vs. Pass/Fail</u>
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT
<u>Pre K-K WIDA CAN DO Descriptors</u>
<u>Grades 1-2 WIDA CAN DO Descriptors</u>
<u>Grades 3-5 WIDA CAN DO Descriptors</u>

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly
Engage students approximately 90-100% of the period
Pace the lesson appropriately to the students' ability level
REVIEW/EVALUATION
Give a comprehensive review of key vocabulary
Give a comprehensive review of key content concepts
Provide feedback to students regularly on their output
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives
STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)
ACADEMICS
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)
<u>Literacy Support Interventions (Appendix B of IS forms)</u>
Prompt before directions/questions are verbalized with visual cue between teacher and student
Task list laminated and placed on desk for classroom routines and organization
Preferential seating
Provide structure and positive reinforcements
Sustained working time connected to reward (If/Then statement)

Frequently check for understanding
Graphic organizers
Tracker
Slant board
Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)

Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework
Provide assessments in a small group setting
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Communication with parents
Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)
Rubric-based checklist
Target specific number of details and focus on organization with post-its
Accept late work/homework without penalty
Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)
SOCIAL/EMOTIONAL
Children's books addressing presenting problem
Student jots down presenting problem and erase when it goes away
Meet with guidance counselor
Student jots down presenting problem and erase when it goes away

Attendance plan
Utilize nurse during episodes of presenting problem
Provide short breaks
Attendance plan
Communication with parents
Assign "jobs" to reduce symptoms
Counseling check-ins
Praise whenever possible
ATTENTION/FOCUS
Seat student near front of room
Preferential seating
Monitor on-task performance
Arrange private signal to cue student to off-task behavior
Establish and maintain eye contact when giving oral directions
Stand in proximity to student to focus attention
Provide short breaks when refocusing is needed
Use study carrel
Arrange physical layout to limit distractions

Frequently ask questions to engage student
Refocusing and redirection
Behavior/time management system
Group directions 1 step at a time
Assign "jobs" to reduce symptoms
Arrange physical layout to limit distractions
Frequently ask questions to engage student
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance
Extended time on assignments/assessments
Provide assessments in a small group setting
Provide buddy system
Establish and maintain eye contact when giving oral directions
Permit the use of headphones while working
<u>SCHOOL REFUSAL/ELEVATED ABSENTEEISM</u>
Attendance plan
GIFTED AND TALENTED STUDENTS
CURRICULUM
<u>Acceleration</u>

<u>Compacting</u>
Telescoping
Advanced Placement Courses
INSTRUCTION
<u>Grouping</u>
Independent Study
Differentiated Conferencing
Project-Based Learning
Competitions
Cluster Grouping Model with Flexible Grouping
Differentiated Instruction
Summer Work
Parent Communication