August 27, 2019
Attachment # 2

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

AP PHYSICS 1: 7445

School .....Westfield High School
Department.....Science
Length of Course.....One Year
Credit.....6.0
Grade Level.....10, 11, 12
Prerequisites.....Chemistry I
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

AP Physics 1 is an introductory Physics laboratory science course designed to provide students with a comprehensive, in-depth quantitative and conceptual understanding of physics. Students study the major units of physics, which include motion and forces, momentum and energy, electricity and magnetism, sound, and mechanical waves. Students build upon their existing knowledge of relationships in the physical world and learn to interpret these relationships and make predictions based upon their analyses. Students participate in hands-on lab activities and interactive simulations which are observed, described, and interpreted to develop an understanding of the laws of the physical world. Students are required to perform quantitative analysis of laboratory data, understand and explain abstract concepts, and apply knowledge to new situations. Extensive application of mathematical reasoning is used to solve multi-step problems.

AP Physics 1 is taught as a college-level course and is intended for students who have a solid foundation in both the sciences and algebra-based mathematics. This course follows the College Board syllabus, prepares students for success on the AP Physics 1 exam, and is equivalent to an introductory semester course at colleges and universities.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for Science, the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course.

Science Practices

Students:

A. Demonstrate proper lab technique and safety precautions when working with equipment in a laboratory setting
New Jersey Student Learning Standards for Science: Science and Engineering Practices P3
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2

B. Understand and differentiate between the interdependence of science and technology
New Jersey Student Learning Standards for Science: Science and Engineering Practices P6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP11

C. Utilize acute observation skills to formulate testable questions and hypotheses and then apply logic in interpreting their observations to design and conduct controlled experiments using various laboratory techniques
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,2,3
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.3
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,6,8

D. Collect qualitative and quantitative data, present it in table and graph form, analyze it and arrive at a conclusion that evaluates the data for sources of error and poses new hypotheses for communication and further study
New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,6,7,8
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.4
New Jersey Student Learning Standards for Mathematical Practice SMP4
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

E. Recognize that scientific knowledge is tentative and predictions or explanations can be revised as new evidence emerges, and evaluate the strength of scientific arguments based on the quality of the data and evidence presented
New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,7,8
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.8
New Jersey Student Learning Standards for Mathematical Practice SMP8

F. Communicate with others to test new ideas, solicit and provide feedback, articulate and evaluate emerging explanations, develop shared representations and models, and reach consensus
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,7,8
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1, 11-12.8
New Jersey Student Learning Standards for 21st Century Life and Careers CRP4,8
New Jersey Student Learning Standards for Mathematical Practice SMP3

G. Demonstrate proficiency in the use of laboratory technology including, but not limited to, data collection probeware, video analysis software and research microscopes.
New Jersey Student Learning Standards for Science: Science and Engineering Practices P3
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,11

Physics Practices

Students:

A. Develop investigations using kinematics about an object or system's motion to predict and analyze velocity and acceleration properties through mathematical models and graphical representations

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

B. Develop investigations using dynamics involving Newton's second law to determine the relationship between the net force exerted on an object, its mass, and its acceleration

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

C. Use qualitative and quantitative representations to predict the motion of a dynamic system resulting from combination of contact forces and field forces

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

D. Develop investigations to analyze the uniform circular motion of an object using narrative, mathematical, and graphical representations

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

E. Relate the gravitational force between two objects in a gravitational field to their masses, the distance between their centers, and the Universal Gravitation Constant

New Jersey Student Learning Standards for Science: HS-PS2-4
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

F. Develop investigations to analyze the mechanical energies (kinetic, gravitational potential, elastic potential, work) of a system using narrative, mathematical, and graphical representations

New Jersey Student Learning Standards for Science: HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

G. Apply the principles of energy conservation and the Work-Energy Theorem to a system and make predictions about an object's change in mechanical energy (kinetic, gravitational, and elastic energies and work done on the system)

New Jersey Student Learning Standards for Science: HS-PS3-3
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

H. Apply the principles of momentum and energy conservation to analyze a system and identify elastic, inelastic, and perfectly inelastic collisions using narrative, mathematical, and graphical representations

New Jersey Student Learning Standards for Science: HS-PS2-2, HS-PS2-3
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

I. Develop investigations to analyze the energy, acceleration, velocity, position, period, and frequency properties of an object in harmonic motion (simple pendulum, spring-mass system) using narrative, mathematical, and graphical representations

New Jersey Student Learning Standards for Science: HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

J. Create mathematical models that relate net torque, moment of inertia, angular acceleration, angular speed, and angular displacement of a system

New Jersey Student Learning Standards for Science: HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

K. Develop investigations to analyze changes in angular momentum and energy of a rotating system due to collisions and applied net torques

New Jersey Student Learning Standards for Science: HS-PS2-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

L. Develop an investigation to make predictions using the conservation of electric charge about the sign and relative quantity of net charge of objects, as well as the force they apply to other objects

New Jersey Student Learning Standards for Science: HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

M. Relate net charge and position through Coulomb's Law to electric force and electric field strength with free body diagrams and mathematical models

New Jersey Student Learning Standards for Science: HS-PS2-4
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

N. Construct schematic diagrams of direct current (DC) resistance circuits to investigate voltage, current, and resistance through Ohm's Law

New Jersey Student Learning Standards for Science: HS-PS2-5
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

O. Apply Kirchhoff's Loop and Junction Laws to investigate the conservation of charge and energy in series, parallel, and mixed resistance circuits

New Jersey Student Learning Standards for Science: HS-PS3-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

P. Investigate how disturbances in a medium propagate energy and momentum as a traveling wave with quantifiable speed, wavelength, frequency, and amplitude

New Jersey Student Learning Standards for Science: HS-PS4-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

Q. Design an experiment to investigate the constructive and destructive interference resulting from superposition of wave pulses which result in standing waves and beats

New Jersey Student Learning Standards for Science: HS-PS4-5
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6,7
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,6,8

R. Investigate the relationship between moving electric charge and magnetic fields, and how changing magnetic flux results in the generation and distribution of electric current.

New Jersey Student Learning Standards for Science: HS-PS2-5
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

III. CONTENT, SCOPE, AND SEQUENCE

Physics principles are universal and the course presents real-life applications that relate to all students. Students are provided with many opportunities to engage in hands-on experiments. The course emphasizes the connection between conceptual and mathematical thinking that both represent real life physics phenomenon. The content, opportunity for student inquiry, applied mathematics, and conceptual reasoning are all important to Physics. The objectives previously listed and the content, scope, and sequence to follow, will provide students with the opportunity to engage in these science practices.

A. 1D Kinematics
   1. Uniform velocity
   2. Uniform acceleration
   3. Vector modeling
   4. Freefall acceleration
   5. Pictorial, graphical, and mathematical representations of motion

B. 2D Kinematics - Projectile Motion
   1. Motion in two dimensions
   2. Independence of perpendicular motion properties
   3. Graphical representation of motion
   4. Vector modeling and vector decomposition
   5. Vector right triangle geometry

C. Dynamics
   1. Newton's three laws of motion
   2. Free body diagrams
   3. Vector modeling
   4. Application of Newton's Laws
   5. Graphical representation of Newton's Laws
   6. Static and kinetic friction
   7. Inclined planes
   8. Multi-mass systems
   9. Static and dynamic equilibrium

D. Circular Motion and Gravitation
   1. Uniform circular motion
   2. Centripetal force
   3. Horizontal circular motion
   4. Vertical circular motion
   5. Conical pendula
   6. Universal Law of Gravitation
   7. Gravitational force and acceleration
   8. Planetary motion and orbital properties
   9. Kepler's Laws

E. Work and Energy
    1. Defining work and energy
        a. Kinetic
        b. Gravitational potential
        c. Elastic potential
        d. Thermal
    2. Law of Conservation of Energy
    3. The Work-Energy Theorem
    4. Power and its relationship to work
    5. Energy transformations
    6. Graphical representation of work and energy

F. Impulse and Momentum
    1. Defining momentum
    2. Defining impulse and the Impulse Momentum Theory
    3. Law of Conservation of Momentum
    4. Types of collisions
        a. Perfectly inelastic
        b. Inelastic
        c. Elastic with conservation of kinetic energy
    5. Linear collisions
    6. Collisions in two dimensions
    7. Vector components and right triangle geometry

G. Simple Harmonic Motion
    1. Motion of a pendulum
    2. Motion of a mass on a spring
    3. Connecting work and energy to simple harmonic motion
    4. Representing simple harmonic motion graphically

H. Torque and Rotational Motion
    1. Rotational kinematics
    2. Connecting rotational kinematics to linear kinematics
    3. Defining torque
    4. Static and rotational equilibrium
    5. Defining moment of inertia
    6. Rotational dynamics
    7. Connecting rotational motion to the Work-Energy Theorem
    8. Multi-mass systems

I. Electric Charge and Electric Force
    1. Defining the properties of charges
    2. Explaining the behavior of charges in insulators and conductors
    3. Coulomb's Law
    4. Application of Coulomb's Law to equilibrium, net force, and circular motion
    5. Defining and modeling electric fields
    6. Application of electric fields to equilibrium, net field, kinematics, and dynamics

J. DC Circuits
   1. Defining conventional current
   2. Defining voltage, current, and resistance
   3. Ohm's Law and its relationship to flow of charge per unit time and power
   4. Series circuits
   5. Parallel circuits
   6. Complex mixed circuits
   7. Resistance as it relates to resistivity and temperature
   8. Brightness ranking and switches

K. Mechanical Waves and Sound
   1. Wave properties such as period, frequency, wavelength, and velocity
   2. Graphical representation of waves
   3. Transverse vs. longitudinal waves
   4. Superposition as it relates to constructive and destructive interference
   5. Resonance, standing waves, and harmonics
   6. Speed of waves based on medium
   7. Doppler effect
   8. Sound intensity level

L. Magnetism
   1. Force of magnetic fields on moving charges and current carrying wires
   2. Moving charges and their creation of magnetic fields
   3. Associated right hand rules for two items mentioned above
   4. Magnetic flux and Lenz's Law
   5. Electromagnetic induction and induced EMF
   6. Generators and production of alternating current
   7. Transformers and power distribution

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction and modeling of procedures
B. Flexible grouping
C. Differentiated tasks
D. Laboratory activities, demonstrations, and experiments that require collection, organization, representation, and analysis of data
E. Problem-based learning
F. Independent practice
G. Integration of technology into class activities
H. Visual models, animations, and video to illustrate or enhance class discussions.

V. EVALUATION

The assessment tools the teacher employs to measure student mastery of course objectives include, but are not limited to, the following:

A. Baseline and benchmark assessments
B. Written tests and quizzes
C. Cumulative tests
D. Homework
E. Independent projects
F. Research papers
G. Presentations
H. Laboratory assignments and participation.

VI. PROFESSIONAL DEVELOPMENT

Opportunities for professional development include:

A. Teacher workshops, teacher conferences, and conventions
B. Access to professional books and journals
C. Collaboration with other departments to coordinate activities
D. College courses
E. Collaboration with colleagues about homework, unit plans, and assessment
F. Professional organizations
G. Collaboration with colleagues in the science department and interdepartmental areas to discuss and reflect upon unit plans, homework and assessment.

APPENDIX I

New Jersey Student Learning Standards for Science

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

NGSS Appendix F – 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: http://www.state.nj.us/education/cccs/2016/science/ http://www.nextgenscience.org/next-generation-science-standards.

APPENDIX II

New Jersey Student Learning Standards for Educational Technology

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

The entire standards document may be viewed at: http://www.nj.gov/education/cccs/2014/tech/

APPENDIX III

New Jersey Student Learning Standards for 21st Century Life & Careers

Career Ready Practices
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP11. Use technology to enhance productivity.

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

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

Progress Indicators for Reading Science and Technical Subjects

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

The entire standards document can be viewed at http://www.state.nj.us/education/cccs/2016/ela/

APPENDIX V

New Jersey Student Learning Standards for Mathematical Practice

SMP1 – Make sense of problems and persevere in solving them
SMP2 – Reason abstractly and quantitatively
SMP3 – Construct viable arguments and critique the reasoning of others
SMP4 – Model with mathematics
SMP5 – Use appropriate tools strategically
SMP6 – Attend to precision
SMP7 – Look for and make use of structure
SMP8 – Look for and express regularity in repeated reasoning.

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

APPENDIX VI

Instructional Resources and Pacing Guide

Instructional resource: *College Physics: A Strategic Approach 4e AP Edition*, Knight, Jones, and Field, Pearson (2019).

Unit	Approximate number of teaching days
1D Kinematics	20 – 30
2D Kinematics	10 – 15
Dynamics	25 – 30
Circular Motion and Gravitation	10 – 15
Work and Energy	10 – 15
Impulse and Momentum	10 – 15
Simple Harmonic Motion	10
Torque and Rotational Motion	15 – 20
Electric Charge and Electric Force	15 – 20
DC Circuits	15 – 20
Mechanical Waves and Sound	10
Magnetism	10 – 15

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

HUMANITIES: FINDING AND MAINTAINING AN IDENTITY IN THE GLOBAL WORLD - 2411

Schools ..... Westfield Senior High School
Department ..... English & Social Studies
Length of Course ..... One Year
Credits 10
Grade Level 9
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

In keeping with the New Jersey Student Learning Standards, this curriculum fulfills New Jersey State guidelines for ninth grade English and the World History requirement for Social Studies.

This curriculum is designed for an interdisciplinary approach, integrating the study of history, literature, music, the visual arts, architecture, philosophy, law and related fields of study to enrich students' understanding of human experience. Students will develop a knowledge base for understanding the past and the complexities of the global world using artifacts from varying cultures of the world. Students will acquire and communicate an understanding of the evolution of humanity as they develop their own critical and creative skills through reading, writing, speaking, listening, viewing, and hands-on learning experiences.

Students explore the experience of the individual in a variety of historical, social, political, and religious contexts. Emphasis is placed on the experience of the individual as the lens through which history and literature, in various genres, are understood. Students question their own identities as they work to develop their individual voices to communicate through speaking and writing within a democratic and global society.

This curriculum is designed for a team of two teachers to co-teach during two consecutive class periods.

II. OBJECTIVES

The following interdisciplinary objectives align with the New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. These objectives also align with New Jersey Student Learning Standards for Social Studies, World Language, Technology, and 21st Century Life & Careers.

A. Through a variety of **reading and learning experiences**, using an inquiry and project based approach to world fiction, non-fiction, film, poetry, drama, primary sources, artwork, and other media, students:

1. Develop a global perspective by studying various cultures and understanding the diverse experiences of people around the world
   NJ Student Learning Standards for Social Studies 6.2, 6.3
2. Examine and investigate the many voices which explore the themes of growing up and the rites of passage in various cultural and socio-economic contexts
   NJ Student Learning Standards for English Language Arts RL.9-10.1, RL.9-10.4, RL.9-10.10, RI.9-10.2, RI.9-10.4, RI.9-10.6
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for Technology 8.1, 8.2
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.3
3. Recognize and analyze early legends and myths and the oral tradition as the forbearers of the narrative tradition
   NJ Student Learning Standards for English Language Arts RL.9-10.1, RL.9-10.3, RL.9-10.5, RL.9-10.7, RL.9-10.9
   NJ Student Learning Standards for Visual & Performing Arts 1.2
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
4. Analyze and evaluate the extent to which geography impacts socioeconomic, cultural, and political institutions and decision-making
   NJ Student Learning Standards for English Language Arts RL.9-10.7
   NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
5. 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 English Language Arts- Reading for History/Social Studies, Science and Technical Subjects RH.9-10.3, RH.9-10.4, RH.9-10.7, RH.9-10.8, RH.9-10.9
   NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
6. Evaluate the impact of cultural interactions, cultural diffusion and globalization on cultures, institutions and societies
   NJ Student Learning Standards for English Language Arts- Reading in History/Social Studies, Science and Technical Subjects RH.9-10.1, RH.9-10.2, RH.9-10.5, RH.9-10.6
   NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
   NJ Student Learning Standards for World Languages 7.1
7. 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 English Language Arts- Reading in History/Social Studies, Science and Technical Subjects RH.9-10.1, RH.9-10.3, RH.9-10.9, RH.9-10.10
   NJ Student Learning Standards for Social Studies 6.2
8. 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 6.2, 6.3
9. 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 English Language Arts RL.9-10.6, RL.9-10.9
   NJ Student Learning Standards for English Language Arts- Reading History/Social Studies, Science and Technical Subjects RH.9-10.2, RH.9-10.3, RH.9-10.6
   NJ Student Learning Standards for Social Studies 6.2, 6.3
   NJ Student Learning Standards for World Languages 7.1

10. 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 English Language Arts RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.10
    NJ Student Learning Standards for English Language Arts- Reading History/Social Studies, Science and Technical Subjects RH.9-10.6, RH.9-10.9
    NJ Student Learning Standards for Social Studies 6.2
11. Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world and take informed action by working collaboratively to address the challenges that are inherent in it
    NJ Student Learning Standards for English Language Arts RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.10, SL.9-10.1
    NJ Student Learning Standards for English Language Arts- Reading History/Social Studies, Science and Technical Subjects RH.9-10.6, RH.9-10.9
    NJ Student Learning Standards for Social Studies 6.2, 6.3
    NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
12. Use annotation strategies to make broad connections among key details and vocabulary
    NJ Student Learning Standards for English Language Arts RI.9-10.1
    NJ Student Learning Standards for English Language Arts- Reading History/Social Studies, Science and Technical Subjects RH.9-10.6, RH.9-10.9
    NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
13. 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 Standards for English Language Arts- Reading History/Social Studies, Science and Technical Subjects RH.9-10.5, RH.9-10.10
    NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
14. Explore a broad range of narrative and poetic forms to identify their relationships to an author's purpose
    NJ Student Learning Standards for English Language Arts RL.9-10.1, RL.9-10.4, RL.9-10.6, RL.9-10.7
    NJ Student Learning Standards for 21st Century Life & Careers 9.1
15. Identify and analyze the elements of theme, plot, structure, setting, symbols, characterization, tone, and point of view, to see how they individually and/or collectively pertain to the author's purpose
    NJ Student Learning Standards for English Language Arts RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.5
16. Compare and contrast the representations of different themes between two texts of different genres or media
    NJ Student Learning Standards for English Language Arts RL.9-10.4, RL.9-10.5, RL.9-10.6
17. Identify and analyze the use of stylistic techniques (e.g. irony, foreshadowing, symbolism and figurative language) as they pertain to tone, mood, diction, connotation and author's purpose
    NJ Student Learning Standards for English Language Arts RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10
18. Identify the relationship between the elements of literature and those of other art forms, such as film, music, and artwork.
    NJ Student Learning Standards for English Language Arts RL.9-10.3, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10
    NJ Student Learning Standards for Visual and Performing Arts 1.1
    NJ Student Learning Standards for Technology 8.1

B. Through a variety of **writing experiences**, such as persuasive and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Practice the writing process of brainstorming/pre-writing, drafting, editing and reflecting using a variety of writing forms and styles
   NJ Student Learning Standards for English Language Arts W.9-10.1, W.9-10.2, W.9-10.3, W.9-10.4, W.9-10.5
   NJ Student Learning Standards for 21st Century Life & Careers 9.1

2. Experiment with varying tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms.
   NJ Student Learning Standards for English Language Arts W.9-10.1, W.9-10.2, W.9-10.3
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
3. Compose organized introductory paragraphs with a hook and a thesis statement
   NJ Student Learning Standards for English Language Arts W.9-10.1a, W.9-10.4, W.9-10.5
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.1a
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
4. Compose a tri-part thesis statement that presents an argument on a prescribed essay topic and gain exposure to other models of thesis statements
   NJ Student Learning Standards for English Language Arts W.9-10.1a-b, W.9-10.2a-b, W.9-10.4,W.9-10.5
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.1a, WHST.9-101d, WHST.9-10.4
   NJ Student Leaning Standards for 21st Century Life & Careers 9.1
5. Compose body paragraphs that support a cohesive thesis (either tri part or implied) using specific and appropriate textual evidence
   NJ Student Learning Standards for English Language Arts W.9-10.1a-d, W.9-10.2a-f, W.9-10.9a-b
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.9
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
6. Organize body paragraphs as a cohesive unit using transitional words and phrases within and between paragraphs
   NJ Student Learning Standards for English Language Arts W.9-10.4, W.9-10.5, W.9-10.6, SL.9-10.1 SL.9-10.2, SL.9-10.3
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
7. Select appropriate textual evidence by quoting, providing context and analysis
   NJ Student Learning Standards for English Language Arts W.9-10.7, W.9-10.8, W.9-10.9
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.7, WHST.9-10.8, WHST.9-10.9
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
8. Produce logical conclusions that demonstrate the significance of the paper's argument
   NJ Student Learning Standards for English Language Arts W.9-10.2f, SL.9-10.1, SL.9-10.2, SL.9-10.3
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.1e
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
9. Construct analytical paragraphs and cogent multi-paragraph essays
   NJ Student Learning Standards for English Language Arts W.9-10.9, W.9-10.10, W.9-10.9, SL.9-10.1, SL.9-10.2, SL.9-10.3
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.4, WHST.9-10.5, WHST.9-10.9, WHST.9-10.10
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
10. Identify and correct errors in sentence structure such as sentence fragments, run-on sentences, sentence agreements, case, verb forms and modifiers
    NJ Student Learning Standards for English Language Arts W.9-10.4, W.9-10.5, SL.9-10.1, SL.9-10.2, SL.9-10.3
    NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.5, WHST.9-10.10
    NJ Student Learning Standards for 21st Century Life & Careers 9.1
11. Use teacher guided checklists and reflection questions to evaluate process (e.g. brainstorming/pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve technique on subsequent writing tasks.
    NJ Student Learning Standards for English Language Arts W.9-10.4, W.9-10.5, SL.9-10.1, SL.9-10.2, SL.9-10.3
    NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.5, WHST.9-10.10

C. Through a variety of **research and project based projects** designed to build research and information literacy skills, students:

1. Locate a source and evaluate its credibility
   NJ Student Learning Standards for English Language Arts R.8, RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.8
   NJ Student Learning Standards for English Language Arts- Reading in History/Social Studies, Science and Technical Subjects RH.9-10.1, RH.9-10.2, RH.9-10.3
2. Use a variety of note taking skills to gather appropriate data from a wide range of sources
   NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.7, WHST.9-10.8
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
3. Interpret and analyze data, graphs, and charts in order to draw conclusions and solve problems related to course content
   NJ Student Learning Standards for English Language Arts W.9-10.7, W.9-10.8
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.7, WHST.9-10.8, WHST.9-10.9
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
4. Analyze, synthesize and organize the data collected using a variety of outline formats/graphic organizers
   NJ Student Learning Standards for English Language Arts W.9-10.7, W.9-10.8, W.9-10.9
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.7, WHST.9-10.8, WHST.9-10.9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
5. Understand and produce proper formatting of bibliographies, works cited pages, and internal citations
   NJ Student Learning Standards for English Language Arts W.9-10.2e, W.9-10.6, W.9-10.10
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.6, WHST.9-10.10
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
6. Present evidence and/or data through oral, written and/or technical means.
   NJ Student Learning Standards for English Language Arts W.9-10.6
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.6
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
7. Use a variety of research methods to gather data relevant to a prescribed assignment such as pathfinders, databases, electronic sources, and print sources
   NJ Student Learning Standards for English Language Arts W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9
   NJ Student Learning Standards for English Language Arts- Writing in History/Social Studies, Science and Technical Subjects WHST.9-10.6, WHST.9-10.7, WHST.9-10.8, WHST.9-10.9
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
8. Validate and determine the relevance of sources
   NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
   NJ Student Learning Standards for English Language Arts- Writing History/Social Studies, Science and Technical Subjects WHST.9-10.7, WHST.9-10.8, WHST.9-10.9
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

D. Through a variety of **communication experiences**, students:

1. Increase confidence and fluency when reading aloud
   NJ Student Learning Standards for English Language Arts SL.9-10.2, SL.9-10.3, SL.9-10.4
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
2. Work cooperatively in both small and large groups by respectfully listening and responding well to others
   NJ Student Learning Standards for English Language Arts SL.9-10.1a-d
   NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
3. Convey points of view through writing and speaking
   NJ Student Learning Standards for English Language Arts W.9-10.10, SL.9-10.4, SL.9-10.5, SL.9-10.6
4. Make connections to or comment on an artist's interpretation of a text through the visual arts
   NJ Student Learning Standards for English Language Arts SL.9-10.1d, SL.9-10.2, SL.9-10.3
   NJ Student Learning Standards for Visual & Performing Arts 1.2
   NJ Student Learning Standards for Technology 8.1
5. Work cooperatively and independently to utilize course content in the creation of relevant artifacts, dramatic productions, artwork, and other products
   NJ Student Learning Standards for English Language Arts SL.9-10.4 SL.9-10.5, SL.9-10.6
   NJ Student Learning Standards for Visual & Performing Art 1.2
   NJ Student Learning Standards for Social Studies 6.2, 6.3
6. Report findings from small groups in brief and informal presentations, and begin to engage in more formal independent presentations
   NJ Student Learning Standards for English Language Arts SL.9-10.4, SL.9-10.5, SL.9-10.6
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for 21st Century Life & Careers 9.1
7. Use technology to present evidence and/or data.
   NJ Student Learning Standards for English Language Arts SL.9-10.4, SL.9-10.5, SL.9-10.6
   NJ Student Learning Standards for Social Studies 6.2
   NJ Student Learning Standards for 21st Century Life & Careers 9.1

III. CONTENT, SCOPE AND SEQUENCE

Humanities: Finding and Maintaining an Identity in the Global World introduces students to a rich diversity of world cultures while allowing them the opportunity to explore their own identities as global citizens. The content, scope and sequence utilize an inquiry-based approach to instruction. As teachers and students answer each essential question, applicable events, persons, concepts, literature, philosophies, art, architecture, music and films are studied. As teachers prepare each unit, they select one or more case studies to examine the unit questions in depth. Teachers choose case studies and artifacts to reflect a balanced view of the global community.

A. Unit 1--Defining Culture and Identity: (suggested time 7-11 weeks)
   In this unit, students are introduced to the variety of cultures that exist throughout the world. Students investigate issues of religion, gender, ethnicity, nationality and identity in various regions and continents to understand the unique cultures of the peoples who inhabit those areas. In exploring the essential questions of the unit folktales, oral tradition, myths and legends, religious readings, art, architecture, sacred spaces, music, dance, theater, literature, and poetry are used as a basis for study. Through research, reading, and discussion, they clarify their understandings and communicate them through critical and creative writing and other forms of artwork. Multicultural diversity is celebrated throughout this course, and it is addressed as a focal issue in this unit.

During the course of this unit, students explore the following essential questions:

1. How do we define culture?
2. What makes up our identity?
3. What is the relationship between ethnic, national, religious, and gender identity?
4. How can we investigate a culture's artifacts to learn about their society?
5. What were the literary genres that communicated the values of the earliest cultures? What role did they play in the creation and continuation of the culture?
6. What role does language play in the development and maintenance of a cultural identity?
7. How does culture impact world view?
8. How do cultures communicate values through heroes, icons and symbols?
9. How are indigenous cultures shaped by their unique environments, and what is the effect of a globalized world on these cultures and on the identity of the individuals within those cultures?
10. How do cultural norms surrounding gender and sexuality impact the identity of individuals in those cultures?

The following are possible case studies to be used with this unit:

1. Aboriginals of Australia
2. Native Americans
3. Global Creation Myths
4. Jim Crow South and the Great Depression
5. Yanomami of South America
6. LBGTQ Community
7. Muslim Americans

*Please note, almost any culture can be used as a case study in this unit

B. Unit 2—Renaissance as a Catalyst for Change**:** (suggested time 5 to 9 weeks)

In this unit, students explore renaissances and the changes they cause. The literature and art of the periods are studied as a means of understanding the values and beliefs of the cultures. Students compare and contrast various renaissances in order to understand their universal qualities as well as the unique social, political and economic factors that led to a specific period of change. During their investigation of the European Renaissance, students gain an understanding of what propelled Europeans to seek out and explore other lands and cultures as well as what factors enabled the Europeans to dominate the globe at this period in history. This discussion introduces the next unit about cultural conflict.

During the course of this unit, students explore the following essential questions:

1. How did the Europeans define renaissance, and what are the different types of renaissances?
2. What political, economic, ideological, social and artistic cultural changes lead to renaissance?
3. What conditions encourage human imagination?
4. Which institutions enable great works of human expression? What institutions stifle them?
5. How do literature and art communicate the values of a renaissance? How are they similar to yet different from the narrative and poetic genres of the past? How do they reflect the religious rites of the past?
6. What causes renaissances to end?

The following are possible case studies to be used with this unit:

1. Arab Renaissance
2. Golden Age of China
3. Golden Age of India
4. Incan and Aztec Empires
5. African Kingdoms of Mali and Ghana
6. Tokugawa Japan
7. Thai Renaissance
8. Native American Renaissance
9. Harlem Renaissance

C. Unit 3—Cultural Conflict: (suggested time 4 to 8 weeks)
This unit examines what transpires when two distinct cultures come into contact with one another. **Students explore different events that cause societal as well as international conflict and examine how these interactions impact interpersonal relationships and personal identity of members of all cultures.** Students investigate literature, history and the arts to develop a better understanding of the ways in which narrative and artistic traditions change when diverse cultures interact.

During the course of this unit, students explore the following essential questions:

1. To what extent and in what ways does cultural blending change the identity of individuals or groups?
2. What role does language play in the interaction between cultures? Between individuals?
3. How are these interactions expressed through literature and other art forms?
4. What is the role of the storyteller, writer, poet or artist when cultures interact?
5. How do literature and art change as a response to cultural interaction?
6. What voices emerge and are recorded during cultural interaction?
7. During cultural interaction, how does a shift in the balance of power lead to a change in cultural values?
8. What roles do prejudice and hate play in cultural interactions?
9. How do changes in the environment impact individual and group identity?
10. How does cultural conflict lead to bias?
11. What factors enable one group to exert force over another?
12. What brought cultures into contact during the colonial and imperial eras?
13. How have indigenous people reacted to colonialism and imperialism?
14. What are the lasting impacts of change during the colonial and imperial eras?

The following are possible case studies to be used with this unit:

1. English and French in North America
2. European Colonials in Africa
3. Spanish and Portuguese in Latin America
4. British in India
5. French in Vietnam
6. China in Tibet
7. International Slave Trade

D. Unit 4—Forces of Change: (suggested time 4 to 8 weeks)

In this unit, students investigate causes and repercussions of political and social conflict. The unit is divided into three distinct yet interconnected subsections. The first section addresses revolutions in the classical sense; students evaluate the attempts of individuals to change their societies from within. The second section examines war as a source of change, with an emphasis on the ways in which conflicts between countries affect the individual and society. The final section examines the changing nature of conflict in the modern world as barriers between revolution and war disintegrate due to the changing nature of modern conflicts. Central to all three sections is the question of whether or not the benefits of such radical change justify the costs of conflict.

During the course of this unit, students explore the following essential questions:

1. What causes society or the individual to initiate change?
2. What methods are used to create change in a society?
3. How does the language we use contribute to conflicts and resolutions?
4. What role do leaders play in stimulating radical change? What is the role of the people/followers?
5. At what cost do conflicts and resolutions occur? What happens when the costs outweigh the benefits?
6. What roles do scientific and technological innovations play in changing our world?
7. What are the psychological repercussions of conflict?
8. How does living through a time of conflict affect the identity of the individual?
9. How can public opinion be marshaled during a time of change?
10. How does conflict stimulate innovation?
11. How do political and social conflicts lead to changes in artistic expression?
12. What is the role of the storyteller, writer, or artist in the process of revolution, war and conflict?
13. How have political conflicts altered our world, the lives of individuals, and their "world view"?
14. How does society evaluate the success or failure of a war or revolution?
15. How does the time in which individuals/nations "come of age" impact their development?
16. What are the problems faced by societies as they attempt to form independent nations?
17. Does independence always bring freedom? Or power? Can that freedom or power be abused or squandered?
18. What problems do individuals/nations face when granted independence?

The following are possible case studies to be used with this unit:

1. French Revolution
2. Haitian Revolution
3. Russian Revolution
4. Latin American Revolutions
5. The Tai Ping Rebellion
6. World War I
7. World War II/The Holocaust
8. Anti-Apartheid
9. Student movements (i.e. Thailand, Tiananmen Square)
10. Cultural Revolution

11. Cuban Revolution
12. Indian Independence Movement
13. Afghanistan Revolution
14. Iranian Revolution
15. Cambodian Revolution
16. African Nation Building

E. Unit 5—Contemporary Global Issues: (suggested time 4 to 8 weeks)
During this culminating unit, students use a case study approach to evaluate how successful the international community has been in responding to the challenges of the late 20th and early 21st centuries. The essential questions posed during this unit challenge students to apply the knowledge gained throughout the course of the year as they examine the problems faced by the contemporary world.

During the course of this unit, students explore the following essential questions:

1. How has the growing interdependence of the world impacted individuals, nations, and their relationships?
2. How have individual languages and cultures been affected by the evolution of a global society?
3. How do literature and other art forms reflect this global society?
4. How can individuals use literature, language, and the arts to help them adapt to their changing world and to respond to significant events in their local and global communities?
5. To what extent does history impact modern conflicts and issues regarding society, religion, politics, culture and economics?
6. How are people's values shaped by history?
7. What obstacles do nations face as they try to balance their self-interests and the common good?
8. How are the legacies of history exacerbated by new challenges brought on by globalization?

The following are possible case studies to be used with this unit:

1. Environmental maintenance
2. Human rights
3. Globalization
4. Technology
5. Sustainable development
6. Popular sovereignty
7. Status of women
8. Modern slavery
9. Exploitation of children
10. Rights of indigenous people
11. Poverty
12. Genocide

IV. INSTRUCTIONAL TECHNIQUES:

Instructional techniques include but are not limited to:

A. Teacher-centered lecture and questioning
B. Cooperative learning
C. Independent and group research
D. Large group, small group, and individual instruction
E. Active learning simulations
F. Technology as a tool to enhance specific lessons; may take the form of internet research, electronic presentations, and other activities
G. Outside presenters and field trips to historically/culturally significant sites are used to enhance in-class learning.

V. EVALUATION

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

A. Baseline and benchmark assessments
B. Formative assessments
C. Participation in small and large group discussions and activities such as role-playing, simulations, or debates
D. Cooperative group assignments
E. Problem-based projects
F. Research-based projects
G. Oral presentations
H. Non-fiction and creative writing
I. Analytical writing that requires an analysis of multiple primary source documents
J. Reading, deducing, and applying information from maps, tables, charts, pictorial, and graphic materials.

VI. PROFESSIONAL DEVELOPMENT

A. Humanities teams conduct observations of Humanities classes in other school districts and share ideas with their instructors

B. Teachers participate in workshops offered by museums using their collections to support curriculum

C. Collaboration with supervisors and colleagues to reflect on the implementation of essential questions, unit plans, homework and assessments

D. Teachers seek out conferences regarding instruction of Humanities and/or incorporating the visual arts into a Social Studies/English curriculum

E. Teachers seek out conferences regarding differentiated instruction, focusing on team-teaching, block schedule instructional strategies, technology, or multiple intelligences.

APPENDIX I

New Jersey Student Standards for English Language Arts

ENGLISH LANGUAGE ARTS READING STANDARDS FOR LITERATURE

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ENGLISH LANGUAGE ARTS READING STANDARDS FOR INFORMATIONAL TEXT

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ENGLISH LANGUAGE ARTS STANDARDS FOR WRITING
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both 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 and supports the argument presented.

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective
selection, organization, and analysis of content.

a. Introduce a topic; organize complex 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 appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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).

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.

W.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.

W.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.

W.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.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.10 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.

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 9–10 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.

ENGLISH LANGUAGE ARTS STANDARDS FOR LANGUAGE

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
b. Use a colon to introduce a list or quotation.
c. Spell correctly.

L.9-10.3 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.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers)* appropriate for the discipline and writing type.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6 Acquire and use accurately 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.

APPENDIX II

New Jersey Student Learning Standards for ELA- Reading History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR READING 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 science.

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 and 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 IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS
WHST9-10.1 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.9-10.9 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 timeframes (a single sitting or a day or two) for arrange of discipline-specific tasks, purposes, and audiences.

APPENDIX III

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/aps/cccs/ss/

APPENDIX IV

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 https://www.state.nj.us/education/aps/cccs/arts/

APPENDIX V

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 https://www.state.nj.us/education/aps/cccs/wl/

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 https://www.state.nj.us/education/aps/cccs/tech/

APPENDIX VII

New Jersey Student Learning Standards
21st Century Life & Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.2: (Personal Financial Literacy) all students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document may be viewed at https://www.state.nj.us/education/aps/cccs/career/

APPENDIX VIII

Suggested Resources

The following are suggested resources for the Humanities Curriculum:

Unit 1 Defining Culture and Identity

1. Greek creation myths
2. Aboriginal creation stories (oral tradition)
3. Japanese creation myths
4. Native American creation myths
5. Indian creation myths
6. Bushman creation myths
7. Aboriginal art
8. *The Fatal Shore: the Epic of Australia's Founding* by Robert Hughes
9. *The Song Lines* by Bruce Chatwin (art form)
10. *Rabbit-Proof Fence* (film)
11. *Follow the Rabbit-Proof Fence* (book)
12. *To Kill a Mockingbird*
13. "Nacirema"
14. "Boat People—Big Trial" by Herb Wharton
15. "Letter to the Editor" by Charles Perkins

16. "The Burnum Burnum Declaration" by Burnum Burnum
17. *Teaching Mockingbird*: a study guide available from www.facinghistory.org
18. Scottsboro: An American Tragedy (film)
19. "The Danger of a Single Story" (TED Talk)

Unit 2 Renaissance as a Catalyst for Change

1. *Othello* by William Shakespeare
2. *Othello* (film)
3. *The Prince* by Machiavelli
4. Moors in Early England, Globe Education
5. Role of Elizabethan Women

Unit 3 Cultural Conflict

1. *Roots*
2. *Smoke Signals* by Sherman Alexie
3. "Little War on the Prairie" (A *This American Life* podcast)
4. *Things Fall Apart* by Chinua Achebe
5. *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie
6. "Columbus Readings (including Columbus' First Reading to Lord Sanchez)
7. Rudyard Kipling's "White Man's Burden"
8. Edward Moral's "Black Man's Burden"
9. Slave Narratives including *The Interesting Narrative of the Life of Olaudah Equiano*
10. "The Danger of a Single Story" (TED Talk)

Unit 4 Forces of Change

1. *Persepolis* by Marjane Satrapi (Persepolis Film)
2. *A Raisin in the Sun* by Lorraine Hansberry
3. *In the Time of the Butterflies* by Julia Alvarez
4. *Rice Without Rain* by Minfong Ho
5. *All But My Life* by Gerda Weissmann Klein
6. *The Pianist*
7. *Schindler's List*
8. *Gandhi*

Unit 5 Contemporary Global Issues

1. "The Danger of a Single Story" (TED Talk by Chimamanda Adichie)
2. A Long Way Gone by Ishmael Beah
3. *Hotel Rwanda*

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

PHYSICS II AP-C: Mechanics - 7444

School .....Westfield High School
Department.....Science
Length of Course.....One Year
Credit.....6.0
Grade Level.....11, 12
Prerequisites.....AP Physics I
Co-Requisites ..... AP Calculus AB or BC
Date .....

I. RATIONALE, DESCRIPTION AND PURPOSE

Physics II AP-C: Mechanics is a second year Physics laboratory science course designed to expand on the understanding students have developed in an introductory physics course. Students continue their study of major units in physics, which include motion and forces, momentum and energy, simple harmonic motion, and universal gravitation. Students build upon their existing knowledge of relationships in the physical world and learn to interpret these relationships and make predictions based upon their analyses. Students participate in hands-on lab activities and interactive simulations which are observed, described, and interpreted to develop an understanding of the laws of the physical world. Students are required to perform quantitative analysis of laboratory data, understand and explain abstract concepts, and apply knowledge to new situations. Extensive application of mathematical reasoning is used to solve multi-step problems.

Physics II AP-C: Mechanics is taught as a college-level course and is intended for students who have a solid foundation in the sciences and demonstrate a high level of proficiency in calculus based mathematics. This course follows the College Board syllabus, prepares students for success on the AP Physics C: Mechanics exam, and is equivalent to an introductory semester course at colleges and universities.

II. OBJECTIVES

The district objectives are aligned with the New Jersey Student Learning Standards for Science, the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course.

Science Practices

Students:

A. Demonstrate proper lab technique and safety precautions when working with equipment in a laboratory setting
New Jersey Student Learning Standards for Science: Science and Engineering Practices P3
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2

B. Understand and differentiate between the interdependence of science and technology
New Jersey Student Learning Standards for Science: Science and Engineering Practices P6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP11

C. Utilize acute observation skills to formulate testable questions and hypotheses and then apply logic in interpreting their observations to design and conduct controlled experiments using various laboratory techniques
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1,2,3
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.3
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,6,8

D. Collect qualitative and quantitative data, present it in table and graph form, analyze it and arrive at a conclusion that evaluates the data for sources of error and poses new hypotheses for communication and further study
New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,6,7,8
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.4
New Jersey Student Learning Standards for Mathematical Practice SMP4
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

E. Recognize that scientific knowledge is tentative and predictions or explanations can be revised as new evidence emerges, and evaluate the strength of scientific arguments based on the quality of the data and evidence presented
New Jersey Student Learning Standards for Science: Science and Engineering Practices P4,7,8
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.8
New Jersey Student Learning Standards for Mathematical Practice SMP8

F. Communicate with others to test new ideas, solicit and provide feedback, articulate and evaluate emerging explanations, develop shared representations and models, and reach consensus
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,7,8
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1, 11-12.8
New Jersey Student Learning Standards for 21st Century Life and Careers CRP4,8
New Jersey Student Learning Standards for Mathematical Practice SMP3

G. Demonstrate proficiency in the use of laboratory technology including, but not limited to, data collection probeware, video analysis software and research microscopes.
New Jersey Student Learning Standards for Science: Science and Engineering Practices P3
New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,11

Physics Practices

Students:

A. Develop investigations using kinematics about an object or system's motion to predict and analyze velocity and acceleration properties through mathematical models and graphical representations

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

B. Develop investigations using dynamics that apply Newton's three laws of motion to determine the relationship between the net force exerted on an object, its mass, and its acceleration

New Jersey Student Learning Standards for Science: HS-PS2-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

C. Apply the integral form of the Work-Energy Theorem and conservation of energy to make predictions about changes in the mechanical energy (kinetic, potential, and work done) of a system

New Jersey Student Learning Standards for Science: HS-PS3-1, HS-PS3-3
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

D. Apply the principles of impulse, linear momentum, and energy conservation to a system of particles to evaluate and describe elastic, inelastic, and perfectly inelastic collisions

New Jersey Student Learning Standards for Science: HS-PS2-2, HS-PS2-3, HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

E. Apply Newton's laws in rotational motion to develop investigations about the changes in uniform circular motion of an object in terms of angular displacement, velocity, acceleration, and momentum based on the object's moment of inertia and the applied torque

New Jersey Student Learning Standards for Science: HS-PS2-1, HS-PS2-2, HS-PS3-2
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,5,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP 2,4,6,8

F. Apply the law of universal gravitation to analyze the properties of planetary and satellite motion for systems of objects

New Jersey Student Learning Standards for Science: HS-PS2-1, HS-PS2-4
New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,4,5,6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP 2,4,8

G. Investigate oscillatory properties of an object undergoing simple harmonic motion using the conservation of momentum and energy.

New Jersey Student Learning Standards for Science: HS-PS3-1, HS-PS4-1
New Jersey Student Learning Standards for Science: Science and Engineering Practices P1-6
New Jersey Student Learning Standards for Mathematical Practice: SMP1,2,4,6
New Jersey Student Learning Standards for Educational Technology 8.1
New Jersey Student Learning Standards for 21st Century Life and Careers CRP2,4,8

III. CONTENT, SCOPE, AND SEQUENCE

Physics principles are universal and the course presents real-life applications that relate to all students. Students are provided with many opportunities to engage in hands-on experiments. The course emphasizes the connection between the conceptual and the mathematical thinking that both represent real life physics phenomenon. The content, opportunity for student inquiry, applied mathematics, and conceptual reasoning are all important to Physics. The objectives previously listed and the content, scope, and sequence to follow, will provide students with the opportunity to engage in these science practices.

A. Kinematics: the description of motion
   1. Meaning of average and instantaneous velocity
   2. Concept of acceleration and changing velocities
   3. Derivation of equations that describe motion
   4. Analysis of motion using calculus methods
   5. Freely falling bodies in an air free environment
   6. Principles of graphing and graphical analysis of motion

B. Vectors and Scalars
   1. Geometrical method for mathematical operation
   2. Resolution in components
   3. Analytical method for mathematical operations
   4. The scalar or "dot" product
   5. The vector or "cross" product
   6. Vectors and coordinate systems

C. Two and three dimensional motion
   1. Position vectors and displacements in unit vector notation
   2. Projectile motion
   3. Calculus based uniform circular motion: speed, velocity, and acceleration
   4. Relative velocity and acceleration

D. Dynamics: the causes of motion
   1. Newton's first law with historical notes concerning Galileo and Newton
   2. Forces and their vector properties
   3. Newton's second law: defining the relationship between mass and acceleration
   4. Newton's third law: action-reaction pairs
   5. Measurement of forces
   6. Frictional, weight, normal, tension, and drag forces
   7. Uniform circular motion: centripetal force and its cause

E. Work and Energy
   1. Work done by a constant force or variable force
   2. Integral form of the work-energy theorem

F. Conservation of Energy
   1. Conservative and non-conservative forces
   2. Potential energy
   3. Conservative field systems
   4. Examples of non-conservative forces
   5. Conservation of energy in a closed and open system
   6. Mass and energy

G. Conservation of Linear Momentum
   1. Center of mass
   2. Motion of the center of mass
   3. Linear momentum of a particle
   4. Linear momentum of a system of particles
   5. Conservation of linear momentum

H. Collisions
   1. Definition and types of collisions
   2. Impulse and momentum
   3. Conservation of momentum during collisions
   4. Collisions in one dimension

I. Rotational Kinematics and Dynamics
   1. Rotational motion
   2. Scalar and vector kinematic forms for a particle in circular motion
   3. Torque acting on a particle
   4. Angular momentum of a particle
   5. Systems of particles
   6. Kinetic energy of rotation
   7. Calculation of rotational inertia using integration
   8. Use of the parallel axis theorem
   9. Rotational dynamics of a rigid body
   10. Combined translational and rotational motion of a rigid body

J. Conservation of Angular Momentum
   1. Introduction to angular motion
   2. Angular momentum and angular velocity
   3. Conservation of angular momentum

K. Oscillations
   1. Simple harmonic motion and reference to circular motion
   2. Energy and simple harmonic motion
   3. Pendulum motion
   4. Two body oscillations
   5. Torsion bars and simple harmonic motion

L. Gravitation and Planetary Motion
   1. Historical aspects
   2. Universal gravitation
   3. The constant in universal gravitation
   4. The gravitational field
   5. Gravitational potential energy
   6. Potential energy of many particle systems
   7. Conservation of energy in both circular and elliptical orbits

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Teaching techniques include, but are not limited to, the following:

A. Teacher-directed, whole-group instruction and modeling of procedures
B. Flexible grouping
C. Differentiated tasks
D. Laboratory activities, demonstrations, and experiments that require collection, organization, representation, and analysis of data
E. Problem-based learning
F. Independent practice
G. Integration of technology into class activities
H. Visual models, animations, and video to illustrate or enhance class discussions.

V. EVALUATION

The assessment tools the teacher employs to measure student mastery of course objectives include, but are not limited to, the following:

A. Baseline and benchmark assessments
B. Written tests and quizzes
C. Cumulative tests
D. Homework
E. Independent projects
F. Research papers
G. Presentations
H. Laboratory assignments and participation.

VI. PROFESSIONAL DEVELOPMENT

Opportunities for professional development include:

A. Teacher workshops, teacher conferences, and conventions
B. Access to professional books and journals
C. Collaboration with other departments to coordinate activities
D. College courses
E. Collaboration with colleagues about homework, unit plans, and assessment
F. Professional organizations
G. Collaboration with colleagues in the science department and interdepartmental areas to discuss and reflect upon unit plans, homework and assessment.

APPENDIX I

New Jersey Student Learning Standards for Science

HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

NGSS Appendix F – 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: http://www.state.nj.us/education/cccs/2016/science/ http://www.nextgenscience.org/next-generation-science-standards.

APPENDIX II

New Jersey Student Learning Standards for Educational Technology

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

The entire standards document may be viewed at: http://www.nj.gov/education/cccs/2014/tech/

APPENDIX III

New Jersey Student Learning Standards for 21st Century Life & Careers

Career Ready Practices
CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason
CRP6. Demonstrate creativity and innovation
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
CRP11. Use technology to enhance productivity.

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

APPENDIX IV

New Jersey Student Learning Standards for English Language Arts

Progress Indicators for Reading Science and Technical Subjects

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

The entire standards document can be viewed at http://www.state.nj.us/education/cccs/2016/ela/

APPENDIX V

New Jersey Student Learning Standards for Mathematical Practice

SMP1 – Make sense of problems and persevere in solving them
SMP2 – Reason abstractly and quantitatively
SMP3 – Construct viable arguments and critique the reasoning of others
SMP4 – Model with mathematics
SMP5 – Use appropriate tools strategically
SMP6 – Attend to precision
SMP7 – Look for and make use of structure
SMP8 – Look for and express regularity in repeated reasoning.

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

APPENDIX VI

Instructional Resources and Pacing Guide

Instructional resource: *University Physics with Modern Physics,* Young and Freedman, Pearson (2020).

Unit	Approximate number of teaching days
Kinematics	10 – 15
Vectors and Scalars	10 – 15
Two and Three Dimensional Motion	10 – 15
Dynamics	20 – 25
Work and Energy	10
Conservation of Energy	10 – 15
Conservation of Linear Momentum	10 – 15
Collisions	10
Rotational Kinematics and Dynamics	25 – 30
Conservation of Angular Momentum	15 – 20
Oscillations	10
Gravitation and Planetary Motion	10 – 15

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

K-4 SOCIAL STUDIES

Schools.....All Elementary School
Department ..... Social Studies
Length of Course..125 minutes per week(Grades 1 – 4)
Grade Level.....Grades 1 – 4
Date.....

I. RATIONALE, DESCRIPTION AND PURPOSE

The goal of the *K-4 Social Studies Curriculum* is to prepare students for their future role as intelligent, informed, reflective, responsible and active citizens in our democratic society. This goal includes preparing students to become independent, informed thinkers who identify, understand, and cooperatively solve the problems in our increasingly diverse nation and interdependent world. Through authentic learning experiences, students become aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. The *K-4 Social Studies Curriculum* emphasizes disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our society. Students apply knowledge within the disciplines of civics, economics, geography, and history as they develop questions, plan inquiries, apply disciplinary concepts and tools, evaluate and use evidence, communicate conclusions, and take informed action.

Recognizing that students need to participate in the global community as well as in their local and national communities, the *K-4 Social Studies Curriculum* introduces students to these varied communities during each year of study. Using developmentally appropriate materials and instructional methods, all students develop an understanding of and appreciation for diverse cultures and the many communities of which they are members. Students also develop a basic understanding of economic principles to explore how communities with limited resources are challenged to meet the wants and needs of all people. The *K-4 Social Studies Curriculum* infuses geography throughout the curriculum and includes not only the use of maps and globes as tools but also an understanding of how geography has shaped cultures in the past and in the present. Finally, students develop an understanding of various social institutions and how they can be active participants in those institutions to promote the common good.

During each year of the curriculum, students explore common themes at increasingly sophisticated levels, building on prior knowledge and experiences. The content, scope and sequence reflect two important curricular concepts in elementary social studies: expanding environments and cultural universals. An expanding environments curriculum introduces students to increasingly broader environments as the students grow, beginning with self and family and expanding to the nation and world. A cultural universals curriculum introduces students to the common human qualities that all people around the world share, in order to promote an understanding of human rights, cultural diversity and empathy for those who are different from us. These two curricular concepts complement each other as students learn to live, work and play in a digital world that is interdependent and diverse.

II. OBJECTIVES

The *K-4 Social Studies Curriculum* aligns with the New Jersey Student Learning Standards for Social Studies and incorporates social studies skills and the social sciences including history, geography, anthropology, civics and economics. The social studies curriculum can also be integrated with the English Language Arts curriculum, as the skills needed in those areas are applicable to the study of social studies.

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, Mathematics, Visual & Performing Arts, World Languages, Technology, and 21st Century Life & Careers.

Through ten broad-based interdisciplinary objectives students:

A. Assess how individuals recognize, develop and maintain their personal identity in society in order to understand relationships and interactions among individuals, groups and institutions
NJSLS for Social Studies 6.2, 6.3
NJSLS for English Language Arts RL and RI 2, 3, 6, 7, 8, 9, 10, L 3, 4, 5, 6
NJSLS for Visual and Performing Arts 1.2
NJSLS for World Languages 7.1
NJSLS for Technology 8.1
NJSLS for 21st Century Life & Careers 9.1

B. Explore how citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RI 1, 2, 4, 5, 7, 8, 9
NJSLS for Mathematics S-IC
NJSLS for 21st Century Life & Careers 9.2

C. Explain how physical geography, human geography and the human environment interact to influence or determine the development of cultures, societies and nations
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RL and RI 4, 5, W5, SL 1, 2, 3, 4, 5, 6
NJSLS for World Languages 7.1

D. Evaluate how economic, political, and cultural decisions have promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RL and RI 1, 2, 3, 4, 7, 9, W5, L3, 4, 5, 6
NJSLS for World Languages 7.1

E. Examine how individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RI 1, 2, 4, 5, 7, 8, 9
NJSLS for Mathematics S-IC
NJSLS for 21st Century Life & Careers 9.2

F. Recognize how interpretations of past events inform our understanding of cause and effect, continuity and change over time
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RL and RI 1, 2, 4, 5, 7, 8, 9, L3, 4, 5, 6

G. Utilize the study of multiple perspectives, belief systems, and cultures to provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RL and RI 1, 2, 4, 5, 7, 8, 9, L3, 4, 5, 6
NJSLS for World Languages 7.1

H. Apply a broad assortment of learning strategies to comprehend, interpret, evaluate, and appreciate texts, using the tools of prior experience and knowledge
NJSLS for Social Studies 6.1, 6.2, 6
NJSLS for English Language Arts RL and RI 1, 2, 4, 5, 7. 8. 9, L 3, 4, 5, 6

I. Examine topics through various research methods by generating ideas and questions, and by gathering, evaluating and synthesizing information
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts RI 1, 3, 4, 6, 7, 8, 9, W 2, 4, 5, 6, 7, 8, 9, 10, L 1, 2, 3,4, 6

J. Formulate, write and cite sources to develop logical arguments based on substantive claims, sound reasoning and relevant evidence and support.
NJSLS for Social Studies 6.1, 6.2, 6.3
NJSLS for English Language Arts W 1, 4, 5, 6, 10, RL and RI 6, SL 1, 2, 3, 4, 5, 6

In order to reach these goals, students meet the following grade level objectives

Kindergarten students:
1. establish an understanding of how and why rules have a place in a community (classroom/school/family)
2. identify a map and globe and its basic physical features
3. demonstrate appropriate behaviors that enhance social development
4. distinguish the difference between want and need
5. discuss how and why things change over time
6. explore and respect diverse groups in the world, both locally (family/school) and globally (cultures)

7. realize the importance of retelling stories accurately.

Grade 1 students:

1. recognize a basic need for rules and the importance of being a responsible member of groups such as family, school, and community by making good choices
2. describe how maps, globes, and other sources of information can tell us about places, their characteristics, and their effect on daily life
3. demonstrate how to show respect for others by identifying fair and unfair behaviors
4. categorize and explain family needs and wants within various communities
5. describe examples of societal change and continuity over time
6. compare and contrast the similarities and differences among individuals, families, and diverse cultures
7. identify the various sources that provide us with information about the world.

Grade 2 students:

1. describe and demonstrate what it means to be a good citizen in the family, school and community
2. explain how geographic features influence communities
3. explain what a map is and utilize its basic features
4. recognize that people have different perspectives that influence their thinking and actions
5. examine how different communities satisfy wants and needs
6. compare and contrast communities of today and the past
7. explain the ways in which communities are similar and different because they are shaped by diverse cultural influences and the geography of the land
8. recognize that people recall events differently and that different sources can provide us with these varied stories.

Grade 3 students:

1. identify different governmental functions and services provided to a community, while developing a sense of an individual's role in society
2. explain how various cultures and geography influenced the political, social, and economic development of the major regions of the United States in the context of a global society
3. evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today
4. apply map skills learned in previous years to analyze how geography impacts New Jersey, regions of the United States, and the world
5. utilize conflict resolution techniques to resolve problems that arise as a result of varied individual and group identities
6. demonstrate respect and awareness for diverse cultures in our nation and how these cultures coexist and influence our identity as Americans
7. describe the roles of producers and consumers and their impact on the economy
8. analyze both past and present communities and cultures by examining different historical accounts to reveal how perspectives, beliefs and values are transmitted
9. distinguish between fact and fiction while recognizing that historical accounts may vary depending on a person's perspective.

Grade 4 students:

1. compare and contrast how access to and use of resources affects people across the world differently
2. explain how interactions among African, European, and Native American groups began cultural transformation
3. determine the impact of European colonization on Native American populations
4. determine factors that impacted emigration, settlement patterns, and regional identities of the colonies
5. analyze how individuals or groups have taken action and made decisions to promote the dignity and the rights of all people during the Revolutionary Period
6. explain why New Jersey's location played a key role in the American Revolution
7. distinguish among the levels of government, and identify the roles of the three branches of government (state and federal) and the role of individual citizens in the government
8. define an economic system and examine its effect and influence on peoples' lives and communities over time
9. analyze key historical events, using both primary and secondary resources, and how they influenced the creation the United States and the state of New Jersey
10. examine how people from diverse cultures coexist and experience conflict
11. analyze primary and secondary sources to identify multiple perspectives of a single issue or event.

III. CONTENT, SCOPE AND SEQUENCE

The *K-4 Social Studies Curriculum* is aligned to and reflects the shared responsibility for literacy learning put forth by the New Jersey Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects and the New Jersey Student Learning Standards for Social Studies. Furthermore, the Social Studies Curriculum incorporates expectations from the K-4 English Language Arts standards thus emphasizing the shared responsibility for literacy learning across subject areas.

Essential questions play an important role in the *K-4 Social Studies Curriculum*. Through the use of essential questions, students analyze texts and practice research skills. Specifically, students practice the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, and to conduct original research in order to answer questions.

The *K-4 Social Studies Curriculum* incorporates a variety of social sciences and the four strands from the New Jersey Student Learning Standards (Civics, Geography, Economics, History & Culture). Disciplinary ideas such as political structures, economic decision making, spatial patterns, and chronological sequencing help organize the content. Disciplinary practices and literacies or habits of mind such as critical thinking, problem solving, collaboration, and presentation skills are emphasized at each grade level. Each year, students study geography, civics, history, world cultures and economics through thematic units that demonstrate the connections among various fields. Some units focus solely on one objective or strand, such as geography, while other units incorporate multiple strands. Students explore their individual identity and group membership; citizenship, belonging and governance; historical perspective; balancing wants and needs; cultural diversity; and geography and the environment.

When appropriate, events are integrated into the curriculum 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. In addition, social studies skills (chronological thinking, spatial thinking, critical thinking, presentation 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 nonfiction texts.

Thematic units are spiraled to build on the previous year's units and to meet the developmental needs of students at each grade level. Each section of the curriculum begins with essential questions that demonstrate the significance of the content to be taught, and is followed by the core concepts and understandings that students should master.

Kindergarten

Unit I- Exploration of Individual Identity

Essential Questions- Essential Questions- Who am I? Who am I in my family? Why are families important? How do family members help take care of one another? How have families changed over time? How are events connected (sequences)? What are my responsibilities to myself and to my family? How does my culture and history, and that of my family, affect what I think and do?

A. Students are alike and different in many ways
B. Students can define themselves by the many things (abilities, feelings, priorities, and experiences)
C. We are all part of a family
D. Families are small groups of people who love and care for each other
E. Being a member of a family requires cooperation with others
F. There are similarities and differences among families
G. Holidays and symbols make our families unique
H. The success of a family depends on cooperation and communication
I. Terms such as past, present, future and long ago help us understand our families.

Unit II- Classroom, Community, and Citizenship

Essential Questions- What does it mean to be a member of a classroom community? How can I make my classroom a better place? How can I work cooperatively in my classroom? What are my responsibilities to myself and to my classmates?

A. Our classroom is a community made up of many unique individuals, and we come together to help each other learn
B. Students help everyone learn in the classroom when they treat everyone with respect
C. Classroom rules help us stay safe and maintain order in our classroom so that we can learn and grow (choices /consequences)
D. Being a member of a group requires cooperation with others
E. The success of a classroom community depends on cooperation and communication
F. Terms such as past, present, future and long ago help us understand when something happens.

Unit III- Needs and Wants

Essential Questions- What are needs and wants? What is the difference between needs and wants? How do we incorporate needs and wants into our daily lives? What are resources? How do goods and services meet our needs and wants?

A. Balancing needs and wants
B. All people have basic needs such as food, clothing and shelter
C. Needs are not the same as wants
D. Jobs help people meet their needs and wants
E. Natural resources such as air and water exist in nature
G. Human resources are the skills that humans have and can use (farming, driving, cooking, writing, selling, etc.)
H. We satisfy our needs and wants by using natural resources, growing food, making clothing, bartering and earning money.

Unit IV-Cultural Diversity

Essential Questions- Where do I live? How do I find places? How do people live around the world? Why is it important to understand and appreciate differences among people and cultures? If you could visit any part of the world, where would you go to learn about the daily lives of children?

A. Maps and globes are geographical resources to help us identify and find places in the world
B. Maps and globes show land and water
C. The place where we live can be found on maps and globes
D. People live in different places all around the world
E. There are similarities and differences in the daily lives of people around the world
F. All cultures include the following universal features:
    1. Geography
    2. Family
    3. Education
    4. Food, clothing, and shelter
    5. Economy
    6. Language
    7. Holidays and traditions
G. Cultural influences shape the way people live and the experiences they have
H. Cultural diversity is illustrated through the study of at least one of the following three countries: Great Britain, Japan, or Mexico. Additional country case studies may be used throughout the year.

Grade 1

Unit I-My Class, My Community

Essential Questions- How should people act as respectful citizens in our home and school communities? How do we speak and listen to others and cooperate to solve problems? How do we respectfully share our ideas with others, as classmates and as members of the school community?

A. Rules are necessary to maintain order, resolve conflicts peacefully, and ensure that everyone is treated fairly
B. Each person has the right to be treated with respect and dignity
C. We respect others when we communicate and make choices that value the wishes and interests of others (compromise)
D. Respectful citizens treat others as they would like to be treated.

Unit II-Cultural Diversity

Essential Questions- How are families around the world similar and different? How does diversity enrich each community? What do American holidays and symbols signify? What cultures are present in our classroom community?

A. A family includes a group of people usually of a common ancestry living together
B. Families around the world have similarities (individual members care about other members of the family) and differences (food, homes, cultures)
C. Schools reflect the diverse families in our communities
D. All cultures include the following universal features:
    1. Geography
    2. Family
    3. Education
    4. Food, clothing, shelter
    5. Economy
    6. Language
    7. Holidays and traditions
E. Diversity is the inclusion of different races or cultures
F. Diversity benefits society because it brings new ideas, understanding. and acceptance of differences
G. American holidays are celebrated with different traditions and symbols
H. Families celebrate holidays that reflect their history and culture.

Unit III-Making Changes: Past and Present

Essential Questions- How was life different long ago? What is the common good? How do individuals and groups make positive change in their communities?

A. Life was different long ago; homes, families and schools have changed over time
B. Citizens take actions to benefit the whole community (working toward the common good)
C. Individuals and groups can work together to improve communities
D. Community members can speak, listen, and share each other's point of view to resolve conflicts
E. Recognizing how we are similar helps us to appreciate and respect our differences.

Unit IV-Our Place in the World

Essential Questions-What can maps, globes and other sources tell us about places and their characteristics? What are the characteristics of local communities? How do climate and geography affect daily life? How can reading and writing informational texts about Kenya or another African country help me to understand my place in the world?

A. Maps and globes are important tools to teach us about the world
B. A globe is a model of the earth and maps are representations of local and distance places
C. Communities have differences in physical and human characteristics
D. Weather affects the daily activities of many people around the world
E. The decisions we make impact our community and our environment
F. Gathering information from various texts on the same topic helps to make sense of the world and our place within it
G. We can use informational texts to write an All About Book
H. Cultural diversity is illustrated through the study of Kenya or another African country.

Unit V-Making Good Choices

Essential Questions- What is the difference between a want and a need? What are the resources that we have available in our community? How can we make good choices with limited resources (scarcity)? What are goods and services? What is money?

A. Needs are what we must have to survive (food, shelter, clothing, affection)
B. Wants are everything we might like to have, but do not really need
C. Resources include natural resources (water, land), human resources (labor and skills), and capital resources (buildings, cars)
D. Goods are items that satisfy our needs and wants
E. Services are skills individuals have that they can offer for money or goods
F. Money is used to purchase goods and services
G. Scarcity is the inability to satisfy all our needs or wants
H. Limited resources (scarcity) influences economic decision-making (choosing which needs or wants to satisfy).

Grade 2

Unit I-Communities and Self

Essential Questions- What is a citizen? What is a community? How can I be a good citizen in my school, classroom, and community? In what ways are my classroom and school communities?

A. A good citizen understands why it is important to follow rules, make good choices, considers the consequences of actions, and makes efforts to improve the school and classroom community
B. Being a citizen of a community means finding ways to make positive contributions in order to help others
C. Our classroom is a community; it is a place that has rules we can create together; these rules help create a safe and fun leaning environment where people work together
D. Our school is a community; it is a place that has rules to help create a safe and fun learning environment where people work together.

Unit II-Communities Around the World

Essential Questions- What is a community? What are the characteristics of rural, urban, and suburban communities? What kind of community do I live in? How do those characteristics influence how people live, work, play and solve problems? How do people in different communities satisfy their needs and wants?

A. Rural, urban, and suburban communities are defined by their characteristics including land, population, and available resources and services
B. There are rural, urban, and suburban communities all over the world
C. Rural, urban, and suburban communities have similarities and differences
D. Needs are what we must have to survive (food, shelter, clothing, affection)
E. Wants are everything we might like to have, but do not really need
F. Scarcity is the inability to satisfy all our needs or wants
F. Communities have different types of resources; some have limited resources
G. Communities and individuals must make decisions about how to use their resources to address needs and wants.

Unit III-Cultures Across Time and Place

Essential Questions- What is my culture and what influences my culture? How were communities different long ago? How can understanding another person's perspective or culture help us to get along? What cultures are present in our classroom community?

A. We all share in the American culture, but have different family traditions
B. Family history and geography influence traditions and cultures
C. Holidays and traditions play an important role in establishing American identity
D. Famous historical people influenced the development of American identity (national heritage)
E. Cultures and communities have changed over time
F. Everyone has a unique perspective that should be respected and appreciated and understood by others
G. Understanding the similarities among cultures helps us to appreciate our differences
H. We can read, understand, and analyze information from informational texts such as charts, graphs, maps, and diagrams to learn about different cultures
I. Understanding and utilizing text features will help us learn about different cultures.

Unit IV-Making Changes, Learning From Others

Essential Questions-How can I make my community a better place? How will my actions influence the future? How have actions of people in the past influenced the world I live in? What obstacles have people faced in improving their communities, and how did they deal with those challenges?

A. People can make changes in their communities – home, classroom, school, town, state, nation, and the world
    1. Explain the process of making change
    2. Citizens can engage in making change at the local, state, or national level
B. My actions and decisions affect others today and in the future
    1. Identify actions that are unfair or discriminatory, such as bullying

2. Propose solutions to address such actions

C. Actions of people in the past have helped to foster equality, justice, and fairness in our society
   1. The actions of Dr. Martin Luther King Jr., Rosa Parks, Ruby Bridges, and other civil rights leaders served as catalysts for change
   2. These leaders, and those like them, still inspire us today

D. The process of making change in society is often difficult and requires integrity, determination, and resilience
   1. Compare/contrast responses of individuals and groups, past and present, to violations of human rights
   2. Human rights depend upon all citizens exercising their civic responsibility at the community, state, national, and global level.

Unit V-My Country, My World

Essential Questions-How and why are cultures around the world similar and different? What can maps, globes, and other sources tell us about the world and characteristics of places around the world?

A. All cultures include the following universal features:
   1. Geography
   2. Family
   3. Education
   4. Food, clothing, shelter
   5. Language
   6. Holidays and traditions

B. Understanding how cultures are similar helps us to appreciate and understand the differences between them

C. Cultural diversity is illustrated through the study of China or another Asian country

D. Geography impacts the development of culture

E. Water, land, and other natural resources impact how people live, work, and play in different places around the world.

Grade 3

Unit I- Regions of the United States: Northeast, Southeast, Midwest, Southwest, and West

Essential Questions- How does geography affect the way we and other people live? How and why do people use and change the environment? How did Native Americans of New Jersey and the Northeast region interact with the environment? How can maps and charts help settlers, farmers, business people, and tourists learn valuable information to make decisions?

A. The five themes of geography are: location, place, region, human-environment interaction, and movement
B. The United States is composed of a variety of regions, each with its own unique landforms, bodies of water, resources, and weather
C. Landforms, climate and weather, and availability of resources affect where and how people live and work, and meet their needs
D. Technological innovations help people to modify and use the environment
E. People adapt to and modify their environment and use resources to help themselves live
F. Native American cultures adapted to their environment and to the changes created by interaction with Europeans and colonization
G. New Jersey is rich in natural resources (rivers and water power)
H. Economic opportunities are related to the availability of resources and technology
I. New Jersey has often played an important role in the technological innovations that have fostered economic change
J. New Jersey is part of a global economy as many products we buy are produced in different parts of the world
K. Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products.

Unit II-Immigration

Essential Questions-What does it mean that the United States is a nation of immigrants? What challenges did immigrants face? How has the United States changed over time because of immigration? What lessons can be learned from others' past experiences?

A. When we retell the past, there are many stories of immigration
B. People left their country of origin for different reasons
C. America can be considered a melting pot, a salad bowl, or a wok
D. The journey for an immigrant began as soon as they left their native country, and included many challenges
E. Immigrants faced challenges of finding work, holding on to traditions, and assimilating into a new culture when they arrived in the United States
F. Immigrants helped shape the culture and economy of the United States and were instrumental in its growth
G. Major population changes have taken place in the United States because of migration within and immigration to the United States
H. Voluntary and involuntary immigration have impacted America's growth as a nation, historically and today
I. It is important to understand the perspectives of other cultures in an interconnected world
J. Narrative nonfiction books such as biographies help develop an awareness of the social/cultural adversity faced by immigrants.

Unit III-Government and Political Decision-Making

Essential Questions-How can communities make decisions that respect the rights and dignity of all its members? Why do we need governments, rules and people with authority? How does Westfield's town government work? How does writing opinion and position pieces help citizens influence public policy?

A. Democratic societies must balance the rights and responsibilities of individuals with the common good
B. Individuals, groups, and societies have the opportunity to make significant political choices and decisions which have consequences
C. People develop systems to manage conflict and create order
D. Conflict resolution can involve aggression, compromise, cooperation, and change.
E. Rules provide order, security, and safety
F. Governments are organized to provide for services (highways, parks, garbage-pickup) which people find difficult to provide for themselves
G. Westfield has a mayor and town council that make decisions
H. The citizens of Westfield take an active role in helping shape Westfield
I. The government of Westfield provides many services to its citizens
J. The history of Westfield has played an important role in shaping it into the community it is today.

Unit IV-Economic Decision-Making

Essential Questions-Can the needs and wants of individuals and communities be satisfied while making responsible economic decisions (locally/globally)? How are producers, consumers, and markets around the world interconnected and interdependent? Why do prices go up and down depending upon supply and demand of products? Why can there be differences between the common good and individual wants?

A. People make choices because they cannot have everything they want
B. Land (natural resources), labor, and tools are used to meet needs and wants
C. People's choices about what goods and services to buy and consume determine how resources will be used
D. Whenever a choice is made, something is given up because resources are limited (opportunity cost)
E. People have to make choices between wants and needs and evaluate the outcomes of those choices
F. There are advantages and disadvantages to saving, borrowing, and investing
G. Scarcity and opportunity cost influence economic decision-making of individuals and governments
H. Supply, demand, and productivity impact the rise and fall of prices on goods and services
I. Production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

J. Incentives, values, and traditions influence individual and government economic decisions

K. There are differences between the 'common good' and individual wants. Decisions about how to use resources to address the common good as well as individual needs and wants are made at local, state, national and international levels.

Grade 4

Unit I- Three Worlds Meet, Beginnings to 1620

Essential Questions- What is the real story of Exploration? Why do people from diverse cultures sometimes experience conflict? How might understanding multiple perspectives lead to greater cooperation and peaceful coexistence?

A. Differing motives, beliefs, interests, hopes, and fears created conflict between European and Native societies, resulting in opposing viewpoints on exploration

B. Geography and climate greatly influenced how pre-Columbian Native society lived

C. Competition between European nations' competition for gold and other resources promoted the motivation and resources to sponsor exploration to the "New World"

E. Interactions among African, European, and Native American groups began a cultural transformation (i.e. the transfer of people, plants, animals and disease back and forth across the Atlantic)

F. Exploration set the stage for settlements that would become future colonies of European powers

G. Colonization created both opportunity and misfortune depending on one's race, class, religion, and/or gender

H. The introduction and institutionalization of slavery created intense hardships for those affected and forever shaped American history

I. Loss of Native American lives had a lasting impact on the development of the United States and American culture

J. Advancements in science and technology can have unintended consequences

K. Creativity and innovations have led to improvements in lifestyle, access to information and the creation of new products

L. Primary source documents provide a valuable and authentic record of the past.

Unit II- Colonial New Jersey and America

Essential Questions- Why were colonies and settlements set up? What factors contributed to the successes and failures of the early English settlements? Why did the English colonies develop differently in the New England, Middle, and Southern colonies? How did these settlements create opportunity and misfortune? Why did colonists begin to develop an "American" identity? How do primary sources help us to understand what happened in the past?

A. Religious persecution, political and economic instability and the desire for a better life led many to emigrate to North America in the 1600s and 1700s (opportunity costs)

B. Initial colonies were established primarily to make a profit for the mother country, and to provide a haven for religious freedom or economic opportunity. Colonies developed differently due to geographic factors (landforms, natural resources, and climate)

C. The ability to effectively deal with challenges (attacks from Native Americans, the local geography, and disease) affected the success or failure of the early settlements

D. The colonies' climate, availability of natural resources, and physical geography affected the economies and interests

E. Colonial governments differed among the regions; however, they set the stage for the democratic government that would come

F. Constitutions (compacts and charters) establish governmental structures and protections of essential rights that allow diverse peoples to live in harmony

G. Many of the founding documents for the colonies (such as the Mayflower Compact) were based on the idea of the consent of the governed

H. The social structure of Colonial America varied by region, gender, race, and class

I. Cultural differences between European colonists and Native Americans led to conflicts that often resulted in wars and the destruction of Native American populations

J. The diverse settlement patterns in Colonial New Jersey necessitated a degree of religious freedom and tolerance in political structure

K. The struggle for religious freedom has been a constant theme in American history

L. Growth, self-rule, and British neglect created a shared experience that fostered a new identity in the colonies

M. Primary source documents provide a valuable and authentic record of the past.

Unit III-New Jersey and the American Revolution

Essential Questions- Why revolt? Why did some people support independence while others favored staying with Great Britain? What was the purpose of the Declaration of Independence and what has been its enduring impact? Why was New Jersey's location significant in the American Revolutionary War? How did the decisions of individuals and groups influence the creation of New Jersey and the United States?

A. British colonial policies limited the colonists' economic and political liberties as well as their freedom of movement however, the British provided military protection as well as economic and political stability for the colonists

B. Support or opposition to the American Revolution was influenced by where you lived and your position in society

C. Humans have natural inalienable rights, including life, liberty, and property

D. The Declaration of Independence has had an enduring impact because of its clear statement of the natural rights of each individual to life, liberty, and the pursuit of happiness and to the right of the people to institute a new government when the current government does not protect these natural rights.

E. The Declaration of Independence not only established the rationale for why people needed government, but also attempted to persuade people to join the Revolution by identifying complaints against the king

F. Key historical documents led to the development of our nation

G. The geography of New Jersey played a crucial role in the American Revolution and the survival of the Continental Army

H. Money, which serves as a means of exchange, became scarce during and after the war creating harsh economic conditions in New Jersey

I. The American colonists gained a huge expanse of land with the Peace Treaty (1783) that ended the American Revolution.

Unit IV- American Constitutional Government

Essential Questions- How do the Articles of Confederation, Bill of Rights, and Constitution reflect American values of fairness, equality, diversity, and protect citizens? What is the role of the citizen in the American system of republican democracy?

A. Democracy is self-government in which citizens have responsibilities to promote the common good as well as individual rights

B. A constitutional government follows a set of rules and laws that outlines how government should be organized, run, and function

C. The Articles of Confederation provided for a weak national government with no president, but it kept the states together during the war with Britain

D. The United States Constitution provides for diffused power and separation of powers among three branches of government

E. The Bill of Rights and United States Constitution reflect American values of fairness, equality, and diversity by protecting individual rights and giving voice to diverse views through representation in government

F. In a republican government (or representative democracy) the people elect individuals to represent their views in government.

IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests, and learning styles. Typical teaching techniques include, but are not limited to the following:

A. Student-centered activities such as 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. Inquiry-based discovery

E. Flexible grouping
F. Differentiated tasks
G. Experiences that provide real-world knowledge, including guest speakers and field trips
H. Research using a variety of resources, including the evaluation of sources for validity and the use of resources to provide multiple perspectives
I. Accessing information and documents such as primary sources, maps and online textbooks
J. Creation of projects using appropriate software
K. Brainstorming and organizing information with electronic graphic organizers
L. Integration of social studies with other disciplines.

V. EVALUATION

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

A. Baseline and benchmark assessments
B. Ongoing formative assessments
C. Periodic summative 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. Nonfiction and creative writing
I. Group presentations
J. Student self-assessments.

VI. PROFESSIONAL DEVELOPMENT

The following activities support this curriculum, but are not limited to the following:

A. Professional development workshops and in-service training for continued 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. Opportunities to preview educational resources relevant to this curriculum and to evaluate their effectiveness in supporting the curriculum
D. Opportunities for collegial sharing of lesson ideas and instructional strategies provided through grade level meetings and Professional Learning Communities (PLC).

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 can be viewed at https://www.state.nj.us/education/aps/cccs/ss/

APPENDIX II

New Jersey Student Learning Standards for English Language Arts

Key Ideas and Details

RL.K-4.1. Ask and answer questions about key details in a text.

RL.K-4.2. Retell familiar stories, including key details.

RL.K-4.3. Identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

RL.K.6. Name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K-4.7 Describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K-4.9. Compare and contrast the adventures and experiences of characters in familiar stories.

ENGLISH LANGUAGE ARTS STANDARDS FOR READING INFORMATIONAL TEXT

Key Ideas and Details

RI.K-4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.K-4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text

RI.K-4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.K-4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade K-4 social studies topic*.

RI.K-4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.K-4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

RI.K-4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.K-4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.K-4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

ENGLISH LANGUAGE ARTS WRITING STANDARDS

Text Types and Purposes

W.K-4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., f*or instance, in order to, in addition*).
- Provide a concluding statement or section related to the opinion presented.

W.K-4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented

W.K-4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events

  Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.K-4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.K-4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.K-4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

Research to Build and Present Knowledge

W.K-4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic

W.K-4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.K-4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade K-4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply *grade K-4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

W.K-4.10. 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 discipline-specific tasks, purposes, and audiences.

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

Comprehension and Collaboration

SL.K-4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.K-4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.K-4.3. Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.K-4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.K-4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.K-4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

ENGLISH LANGUAGE ARTS LANGUAGE STANDARDS

Knowledge of Language

L.K-4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

The entire standards document can be viewed at https://www.state.nj.us/education/aps/cccs/lal/

APPENDIX III

New Jersey Student Learning Standards for Mathematics

Making Inferences and Justifying Conclusions

S-IC: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

The entire standards document can be viewed at https://www.state.nj.us/education/aps/cccs/math/

APPENDIX IV

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 can be views at https://www.state.nj.us/education/aps/cccs/arts/

APPENDIX VI

New Jersey Core Curriculum Content 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 https://www.state.nj.us/education/aps/cccs/wl/

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 can be viewed at https://www.state.nj.us/education/aps/cccs/tech/

APPENDIX VIII

New Jersey Student Learning Standards for 21st Century Life & Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

STANDARD 9.3: (Career Awareness, Exploration, and Preparation) all students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

The entire standards document can be viewed at https://www.state.nj.us/education/aps/cccs/career/

APPENDIX IX

Instructional Resources and Pacing Guide

Grade K

Suggested Pacing:

Pacing is expressed in number of lessons*

Grade Level	Unit I	Unit II	Unit III	Unit IV
K	10	10	5	10

Grades 1-4

Suggested Pacing:

Pacing is expressed in number of lessons*

Grade Level	Unit I	Unit II	Unit III	Unit IV	Unit V
1	10	14	14	16	10
2	14	14	16	16	16
3	28	16	12	16	n/a
4	16	16	24	16	n/a

*The number of lessons in Grade K are based on two social studies lessons per instructional week. The number of lessons in Grades 1-4 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. It is assumed that there are 28-36 full instructional weeks per year. Suggested pacing may change based on variations in lesson duration and frequency.