

Pemberton Township Schools

Course of Study/Curriculum Guide

Curricular Area: Social Studies

Course Title:

Grade Level(s): K – 5

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Course of Study/Curriculum Guide Table of Contents

Rationale and Philosophy.....	page 3
Goals and Objectives (Outcomes).....	page 3
Units of Study.....	page 4-9
Mastery Objectives.....	pages 10-11
Teaching/Learning Activities.....	pages 12-25
Assessment and Testing Strategies.....	pages 26-27
Text and Materials.....	page 28
Procedures for Use of Supplemental Materials.....	page 28
Appendix Table of Contents.....	page 29
References.....	page 30
Scope and Sequence (Curriculum Maps K-5)	

Rationale and Philosophy

The rationale or underlying principle for the study of Social Studies is to cultivate for all students the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. The curriculum should include interdisciplinary connections among these areas.

The digital age has transformed social studies education, allowing 21st century learners to transcend the limits of time and place and experience historic events virtually.

The philosophy of Social Studies education is to provide students with knowledge, skills, and attitudes they need to be active, informed, responsible citizens and contributing members of local, state, and world communities.

Goals and Objectives (Outcomes):

The ultimate goal of the Social Studies curriculum is to help students think critically and to use what they know to be active citizens by making informed decisions about local, national, and international issues and challenges. To achieve this goal, the teaching and learning of Social Studies must:

- Provide a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop an understanding of world history as the context for the history of the United States and a record of the great civilizations and cultures of the past and present;
- Increase global awareness and social responsibility;
- Promote the acceptance of cultural diversity and multiple perspectives;
- Consider the implications of an interconnected global economy and dynamics between people, places, and resources;
- Concentrate on the main events and important individuals in American history and seek to transmit to students the American concepts of liberty and equality; and
- Examine and evaluate issues of importance to all Americans, and to search for answers to problems and dilemmas confronted by people today and in the past
- Utilize instructional methods that are student-centered. Activities must require students to do their own research and to become skilled in the use of libraries and the Internet to examine issues past and present.

Units of Study:

Students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage.

The following is an outline of the Social Studies content at each grade level:

Grade	Book Title	General Content
K	Our World, Now and Long Ago	Students discover their world and learn the importance of working together. They begin to recognize how people's lives have changed from long ago.
1	A Child's View	Students broaden their view of the world. They learn about relationships in their classroom, school, and community through such topics as government and civics, geography, culture, history, and economics. Students also learn the importance of social skills and responsibilities.
2	People We Know	Students observe how individuals and groups interact within a community. Students study interdependence through the government, geography, culture, and economics of people in communities now and in the past. They also recognize their own roles as participating citizens.
3	Our Communities	Students compare communities around the world and throughout history, focusing on the ways diverse people influence change and adapt to unique environments. They examine the individual's role in government and in managing resources to meet the needs of people and their communities.
4	New Jersey	Students learn the history of their state by exploring the culture, economics, and geography from past to present.
5	The United States: Making a New Nation	Coverage from 1400 to 1900 introduces students to the early development of the United States, including exploration and colonization, the fight for freedom, nation building, and the Civil War.

The following is an outline of the Social Studies themes:

- **Culture** – Students will learn the common characteristics and significant differences among the world's cultural groups
- **Time, Continuity, and Change** – Students will learn how to reconstruct the past and develop a historical perspective to interpret the present.
- **People, Place, and Environments** – Students will learn to understand the significance of place and develop a geographic perspective to interpret current social conditions.
- **Individual Development and Identity** – Students will learn how culture, social groups, and institutions shape personal identity.
- **Individuals, Groups, and Institutions** – Students will learn how institutions such as schools, churches, families, and government influence people's lives.
- **Power, Authority, and Governance** – Students will learn how forms of government distribute power and authority.
- **Production, Distribution, and Consumption** – Students will learn that resources are limited and people must make decisions on what things will be produced, how those things will be distributed, and the rate at which they will be consumed.
- **Science, Technology, and Society** – Students will learn that new technology changes the way people live.
- **Global Connections** – Students will learn about the global connections among the world's societies.
- **Civic Ideals and Practices** – Students will learn the importance of civic participation in a democratic society

Social Studies Curriculum – Holocaust:

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust Education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust/Genocide Education; design, encourage, and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate demoralization of the Holocaust on a **regular basis** throughout the state. The Commission will provide assistance and advice to the public and private schools and will meet with county and local school officials, and other interested public and private organizations, to assist with the study of the Holocaust and genocide. (New Jersey Commission on Holocaust Education) <<http://www.state.nj.us/njded/holocaust>>

The above statement by the New Jersey Commission on Holocaust Education makes clear the intent that learning about Holocaust issues is an expectation in each and every classroom throughout the state. Furthermore, this learning is not expected to be compartmentalized in one short period during the year, but is expected to be incorporated on a **regular basis**.

At grades Kindergarten through 5, implementing Holocaust Education may seem like a daunting task, for the topic is rife with emotions and, frankly, frightening subjects. However, the expectations for these grade levels do not include learning about the Holocaust and Genocide themselves. Instead, Holocaust Education is infused into teaching by including specific topics which include: Exploring the Uniqueness of Each Person; Understanding and Applying Respect, Trust, and Caring; Bullying; Friendship; Cultural Contributions of Ethnicities; Prejudice; Standing Up for What is Right; and Laws and Rules for Peace and Harmony. These topics, in reality, are often included in Character Education, but these topics also represent important areas of a balanced and inclusive Social Studies program. At grades Kindergarten through 5, daily read alouds of exemplary children's literature that include characters from various ethnicities, problem solving, friendship, and leadership readily meet the requirements of including Holocaust Education in the curriculum on a **regular basis**. Furthermore, by meeting the expectations of Holocaust Education, the expectations for the New Jersey Amistad Mandate are also met.

At grade 5, more intensive topics of Holocaust Education are introduced, for students are more mature and are capable of learning about some of the more serious topics involved in this curricular mandate. Topics at this grade level include: Prejudice and Discrimination; The Rise of Nazism; Life in the Ghettos and Camps; Hiding, Escape and Rescue; Resistance; and Survival, Liberation, and Legacy. These topics are taught through the use of exemplary literature either through independent student reading or read alouds. Research by the National Reading Council indicates that read alouds are effective and invigorating to learning reading, comprehension, and analytical skills at all grade levels.

The New Jersey Commission on Holocaust Education has developed lesson plans for specific exemplary literature that meet the needs of teachers in grades Kindergarten through 5. Teachers are able to access these lesson plans by visiting the Commission's website: <http://www.state.nj.us/njded//holocaust>.

Social Studies Curriculum – Amistad Mandate:

The Amistad Law was sponsored by Assemblyman William D. Payne and Craig A. Stanley. The legislation seeks to foster and create a greater level of academic knowledge within our school children. The law creates an Amistad Commission in honor of the enslaved Africans who gained their freedom after overthrowing the crew of the Amistad cargo ship en route from Havana in 1839. The commission will promote wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions African Americans have made over the course of United States history.

(State of New Jersey) <<http://www.njstatelib.org/NJLH/lh2002/govmess/ch75gov.htm>>

The above statement from the New Jersey State Department explains the impetus of what is now often referred to as the Amistad mandate. This law, which has been in effect since 2002, requires that learning about the African American experience, the slave trade, emancipation, African American contributions, the Civil Rights Movement, and the African Diaspora is not compartmentalized into only the months of January and February, but is taught as a thoughtfully infused component throughout the school year. Furthermore, the law also requires that learning about Hispanic Americans and Native Americans be infused throughout the year and not only during typical times of year, such as studying Native Americans for Thanksgiving. Therefore, districts are expected to integrate learning about these issues each and every month, each and every week, and, indeed, each and every day.

At grades Kindergarten through 5, teaching the topics above must be addressed with sensitivity and caring. Teachers must have the flexibility to make professional judgments as to the subject area that their students are able to handle. However, this professional judgment cannot be used as a loophole to avoid sensitive topics altogether. Instead, teachers are expected to tier their instruction to meet the educational, emotional, and maturity levels of their students.

The Amistad Commission and experts from the National Reading Council agree that an effective mode of instruction for these topics is through the utilization of read alouds. At

least two read alouds per day is the requirement of the New Jersey Department of Education, and utilizing one of these read alouds for the purpose of integrating the Amistad Mandate is highly recommended. A list of suggested exemplary texts is available at <<http://www.easyliteracy.com>.> This site will also be providing suggested lesson plans for many of the titles listed.

Furthermore, many of the lesson plans that are available through the State of New Jersey Commission on Holocaust Education meet the Amistad Mandate for teaching about diversity and the issues of bullying. Therefore, teachers are encouraged to visit <<http://www.state.nj.us/njded/holocaust>> for lesson plans and ideas on disseminating information to their students in a sensitive and caring manner.

In grade 5, lessons should be more intensive and developed to cover specific topics that include: Life on a Slave Ship; Runaway Slave Experiences; the Civil War; Reconstruction Period; Jim Crow Laws; Life on the Reservation; How Reservations Were Formed; Ethnic Diversity; Hispanic Accomplishments; Hispanic Migration; and Sharecropping.

Please note that teaching these topics should include a collaboration of both fiction and non-fiction texts. Teachers are encouraged to utilize a high percentage of non-fiction titles, because skills in the non-fiction area need a more concentrated effort for student success and non-fiction texts lend themselves to the type of Social Studies instruction students will experience in later years.

Mastery Objectives: New Jersey Student Learning Standards

The standards are as follows:

- **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 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.

Four strands frame the content within each standard:

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
- What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Essential Questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to comprehend how the past connects to the present.

All course of study must include the following, which replace the Workplace Readiness Standards:

Career Education and Consumer, Family, and Life Skills

Career and Technical Education: All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

Consumer, Family, and Life Skills: All students will demonstrate critical life skills in order to be functional members of society.

Scans Workplace Competencies

Effective workers can productively use:

Resources: They know how to allocate time, money, materials, space and staff.

Interpersonal Skills: They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

Information: They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.

Systems: They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.

Technology: They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

SCANS Foundations Skills:

Competent workers in the high-performance workplace need:

Basic Skills: reading, writing, arithmetic, and mathematics, speaking and listening.

Thinking Skills – the ability to learn, reason, think creatively, make decisions, and solve problems.

Personal Qualities – individual responsibility self-esteem and self-management, sociability, integrity, and honesty.

Teaching/Learning Activities:

Teaching Sequence:

1. **Anticipatory Set** – The teacher directs student attention to the lesson.
2. **Objective and Purpose** – The teacher states what will be learned and how it will be useful.
3. **Input** – The student acquires new information about the knowledge, process, or skill they are to achieve from discovery, discussion, reading, listening, or observing.
4. **Modeling** – The teacher demonstrates what all students will be expected to do.
5. **Check for Understanding** – Before allowing students to work independently, teachers should find out whether the students know what they are supposed to do. This can be determined by asking questions or by taking a quick look at the initial efforts of the students.
6. **Guided Practice** – The students work, the teacher circulates. The teacher gives help on request and looks for students who are having difficulty.
7. **Independent Practice** – This is a time when students complete tasks without help from the teacher.

Grouping Formats: Instruction that relies heavily on lessons during which all students are expected to do the same thing at the same time will not meet the needs of a diverse student population. Differences in ability and language status require frequent use of small-group work and individualized activities.

What are Essential Questions?: Essential questions narrow the focus of the learning by breaking the instruction into logical, sequenced parts. They tap into the big ideas and guide inquiry into the study of social studies. They are written in open-ended style, broad in scope, encourage higher-order thinking, and promote in-depth investigation. They have no “right answer” and may even raise other important questions. They are designed to stimulate discussion and sustain student interest. They must be posted in the classroom for both the teacher and students to see. For that reason, the questions need to be written in a student friendly language. In summary, essential questions are:

1. understandable to students
2. not so specific that the question becomes an assignment or activity
3. sequenced logically
4. realistic in terms of time assigned for the unit
5. help to prioritize the important content

Blooms Taxonomy: This is a tool that provides a basis for planning activities that require complex, critical thinking. Mental activities are categorized into six sequential levels. Social studies lessons should include objectives in each level, especially the last three, which require students to use higher-level thinking processes. Objectives are arranged by category within each cognitive domain.

1. **Knowledge** (recall) – define, identify, list, match, recall
2. **Comprehension** (understanding) – describe, explain, paraphrase, restate, summarize
3. **Application** (use what you understand) – demonstrate, dramatize, illustrate, sequence, show how to
4. **Analysis** (identify the component parts of something and describe their relationship) – compare, classify, diagram, distinguish, verify
5. **Synthesis** (create something new as the parts of something are rearranged into an original configuration) – compose, design, hypothesize, invent, speculate
6. **Evaluation** (making judgments) – criticize, judge, justify, prioritize, rate

Cooperative Learning: Students of all levels of performance work together in structured groups towards a shared or common goal. The teacher should explain and model the task and individual roles for the students. This will contribute to the success of the group. Roles should be rotated on a regular basis, so that all students become proficient in each task.

COOPERATIVE LEARNING ROLES

Facilitator	Recorder	Reporter	Materials Manager	Checker & Errand Monitor
Makes certain that everyone participates and keeps the group on task Sound Bites: <i>"Let's hear from ____ next." "That's interesting, but let's get back to our task."</i>	Keeps notes on important thoughts expressed in the group and writes final summary Sound Bites: <i>"I think I heard you say____; is that right?" "How would you like me to write this?"</i>	Presents the groups finished work to the class Sound Bites: <i>"How would you like this to sound?"</i>	Picks up, distributes, collects, turns in, or puts away materials and manages materials during group work Sound Bites: <i>"I'll get an extra graphic organizer from the shelf."</i>	Checks for accuracy and clarity of thinking during group discussion and written work and requests help from teacher Sound Bites: <i>"Do you think it's time to ask the teacher for help?"</i>

COOPERATIVE LEARNING STRUCTURES

A.) Three-Step Interview –

1. The teacher asks a questions or questions. Questions should be thought provoking and are written on the board or chart paper.
2. The class separates into groups of four. Within each group each student works with a partner. One partner is the interviewer and the other is the interviewee.
3. Students reverse roles.
4. The group of four reconvenes. In round-robin fashion, each student shares her/his answer.

B.) Jigsaw – The teacher places students in groups called “home teams.” The teacher then breaks down the topic into subtopics. Each member of a “home team” is assigned a subtopic and is expected to become an expert on that subtopic. Students learn about their subtopic by reading a section of a text. Once students learn the information about their topic, they then meet in “expert teams.” For example, the students who had all learned about the same topic would meet together. In these expert team meetings, students compare what they found out and decide on how they wish to present what they learned to the other members of their “home team.” Students then take turns teaching the other members of their “home teams” all they have learned.

C.) Think-Pair-Share – Every student in the class will have an opportunity to express his/her perspective.

1. **Think:** The teacher poses a question. All students then think about or write possible answers.
2. **Pair:** Each student then works with a partner. The partners explain their rationale that led to their answers.
3. **Share:** The whole class reconvenes. The floor is open and students may share their answers with the class.

D.) Group Projects – Two or more students work together to produce something. It works best if students volunteer to participate, because they have expressed an interest in the project. Sample projects are:

- (a.) Inquiry projects in which students work together to solve a problem
- (b.) Written projects in which student work together to produce a written product such as a book or script
- (c.) Visual arts projects in which students work together as they paint, draw, sculpt, or use another media to produce a work of art
- (d.) Performing arts projects in which students work together to act, dance, or sing in a performance
- (e.) “Combination” projects in which students are asked to use more than one format

The Dimensions of Multicultural Education: The social studies curriculum of a truly multicultural classroom provides students with opportunities to learn about other cultures as they learn about themselves. Students are made aware that historical events affect more than those people who are traditionally identified as participants. Use the following activities to transform the curriculum to infuse multicultural perspectives:

1. **Oral History Interviews** – This is a method of gathering spoken, first-person accounts of past events.
2. **Children’s Literature** – Students must hear the voices of a wide range of people and their contributions of women, children, and people from many cultural groups. It is important to read first-hand accounts of people who were participants in past events. Use picture books as well as biographies and historical fiction.
3. **Incorporate Personal Experiences of Students** – It is important to connect social studies to the personal experiences of students. Where information is presented about people living in other places or in other times, conclude this study by linking it through cross-cultural comparisons. The status of children is highly relevant and an interesting avenue to understanding other cultural groups. Therefore, focus study on experiences that children have had in past times and places.
4. **Field Trips** – Expand students’ personal experiences by taking real and virtual field trips.
5. **Current Events** – The events of the day can be used to provide a link between personal experiences and social studies.
6. **Provide More Than One Perspective on Historical Events** – Students can compare and contrast political views of past and present groups by using Venn diagrams, writing letters from a different point of view, or reading aloud in a dramatic fashion excerpts from historical passages.
7. **Electronic Pen Pals** – Students can become electronic pen pals with students living in other countries using “ePALS Classroom Exchange.”
8. **Community Connections** – Guest speakers, Storytellers

Technology Teaching with Computer-Based Resources: The integration of technology provides students with additional hands-on information correlated to the topics studied.

1. One format teachers can use to help students make good use of the internet is WebQuest. Resources for building a WebQuest are available at the WebQuest site: <http://webquest.sdsu.edu>
2. Free and inexpensive materials and websites are listed on the Harcourt Social Studies Website at www.harcourtschool.com/ss1
3. See the Curriculum Maps for additional suggested websites and electronic graphic organizers

Incorporating Language Arts Literacy:

Traits of Proficient Readers: Students who read informational text can gain crucial knowledge and skills needed to grow in their literacy development.

- (a.) **Make Connections** – Making connections activate previous learning and tap into past experiences to help readers understand new information
- (b.) **Self-question** – Proficient readers pose questions to themselves as they read to help sort through and make sense of information
- (c.) **Visualize** – Readers use their imaginations to picture in their minds what an author says
- (d.) **Determine What is Most Important** – Proficient readers differentiate key ideas and information from details so they are not overwhelmed by facts.
- (e.) **Make Inferences** – Proficient readers “read between the lines” to discern implicit meanings as well as stated messages. They make predictions and realize that authors do not always state everything they wish to communicate.
- (f.) **Synthesis of Meaning** – Proficient readers are adept at summarizing what they read. As a result they are able to make evaluations, construct generalizations, and draw conclusions.
- (g.) **Monitor Comprehension** – If a proficient reader encounters comprehension breakdowns such as difficult vocabulary or unfamiliar information, they adjust their reading to use additional strategies to clarify an unclear passage.

Phases of Reading and Learning: Pre-reading (Preparing to Read): Comprehension begins before students actually read the pages of a book. Pre-reading activities tap into students’ background knowledge about the topic and key vocabulary. Strong pre-reading activities motivate students to read. Therefore, teachers must increase their instruction prior to reading, rather than after reading.

Read-Aloud: A read-aloud supports the social studies curriculum by building content knowledge for students. Introduce a topic with an easy book and move to more complex books on the topic. A variety of types of informational text related to a content area topic often gets the point across more effectively than the textbook.

Activating Background Knowledge: Two goals at the start of a unit are: (a.) determine what students know about the topic (b.) determine whether students would like to investigate anything in particular about the topic

1. **The K-W-L Chart** – The chart is divided into three columns: What We Know, What We Want to Learn, and What We Learned. This strategy helps students to recall what they know about a topic. The first two columns are completed before studying the topic and the third column can be completed either as the materials are read or after the reading is completed. If students show a special interest in a topic not planned to be covered, modify plans so that it is covered.
2. **Open-ended Journal Prompts** – “Write what you know about ...”
3. **Discussion** – An informal discussion of the first day of the unit can be used to assess student knowledge and interest.

4. **Story Impression** – The teacher previews the material and selects a series of terms or short phrases related to significant information. The terms are listed in the order the student will encounter them. Students activate what they already know about the items on the list and then speculate what the passage will be about. Students work cooperatively to brainstorm possible connections in the chain of clues. The task is to create a version of the text they will read. They will likely be familiar with some terms but will have to form conjectures about others. Students write a paragraph representing their prediction of the text. All terms from the list must be used in their paragraph. When students have completed the reading passage, they revisit the chain of terms and verbalize their new learning. This allows them to contrast what they knew before reading with what they know after.

Vocabulary: Students will learn little if they are asked to perform the task of looking up the meanings of words in a dictionary or glossary. The following instructional strategies prove more effective:

- (a.) **Predict and Clarify** – Introduce three to five words. Students predict the meanings of the words. Students discover the meanings of the words in the context of the text. Students write their own definitions.

Word	Prediction	What I've Learned
Tarantula	a spider	one kind of huge spider

- (b.) **Logographic Cues** – This is an interactive activity to help students learn vocabulary words. On one side of the card the student writes the vocabulary word. On the other side the student writes the definition. On either side the student creates a picture that suggests the meaning of the word.
- (c.) **Concept Word Sorts** – A concept sort is a categorization task in which pictures or words are grouped together by shared attributes or meanings. When used before reading, concept sorts provide an opportunity for a teacher to see what his/her students already know about the concept. When used after reading, teachers can assess their students' understanding of the concepts presented. Example: Students are given cards and categorize the words into groups that go together: Government – cabinet, advisors, departments and New Nation – exploration, wilderness, expedition, frontier
- (d.) **Concept Definition Map** – Concept Definition Mapping is a vocabulary activity that provides students with a graphic organizer that encompasses the key components of a definition. Research shows that there is a strong relationship between understanding vocabulary and comprehension. Word maps and charts help students expand word meanings and discover relationships. They also help develop elaborated definitions of words rather than simple one or two word definitions. Students are guided into considering questions that a complete definition would answer: What is it? What is it like? What are some examples of it? Any word selected for a lesson should be a word that students will have a difficult time understanding in the text. The Frayer Model is an adaptation of this.

(e.) **Semantic Maps** – This is a diagram that allows students to organize several pieces of information related to a single word. Much of the information generated comes from the student themselves. Semantic mapping has the advantage of simultaneously teaching word meanings and activating background knowledge. The teacher starts by writing a word inside a circle in the middle of the chart paper. The teacher and the student work together to organize the suggested words and phrases in “satellites” linked to the target word. Ex. The target word is money. The satellites labeled are types of money, what people do with money, how people get money, what money looks like. The comments of the students would be recorded around the appropriate satellite.

(f.) **Mind Map** – A mind map is a 10 minute silent semantic mapping activity to generate and share ideas about a topic in a quiet but effective way.

Method:

1. A piece of chart paper is placed in the center of the table with the topic printed in the center.
2. Four to six participants with different colored markers draw lines, starting from the center, and add words, concepts, and ideas related to the topic
3. As new concepts and words appear, participants draw lines from them and add related words, ideas, and concepts, all associated with the topic in the center.
4. No words are spoken during the activity, which is why it is called “Mind Map.”
5. When the 10 minutes are up, maps are posted, and participants do a “gallery walk” looking at all of the maps.

(g.) **The Concept Attainment Model** – This is a teaching sequence to help students acquire concepts. It works best with older students.

1. **Presentation of Data and Identification of Concept** – The teacher presents students with examples and non-examples of a concept. The students compare the differences and commonalities between the examples and the non-examples. The students hypothesize a definition or description of the concept.
2. **Testing Attainment of Concept** – The teacher presents examples that are not labeled as “examples” or “non-examples.” Students state whether each item is an example of the concept. The teacher comments on the definition the students have developed. If necessary, the teacher restates the definition of the concept. The teacher now asks students to generate examples of the concept. This will test whether they can apply the definition they have learned.
3. **Analysis of Thinking Strategy** – Students describe how they reached their conclusions, how they changed their definitions, and the characteristics of the concept.

(h.) **Anticipation Guide:** It is a series of statements that provoke students to respond by using their background knowledge and opinions about a topic

prior to reading. The most effective statements are those which students have some knowledge, but not necessarily a complete understanding. As students discuss their agreement or disagreement with each statement, they justify their responses in small groups or in a class discussion. Students may actually harbor misconceptions about a topic. When students read the text, they focus upon information that confirms, elaborates, or rejects each of the statements in the anticipation guide. When students have completed their reading, the teacher asks them to revisit their anticipation guide to evaluate how well they understood the material and to ensure misconceptions have been corrected. This process arouses interest, sets purposes for reading, encourages students to pose their own questions, and assist students in determining what is most important in a passage as they read.

- (i.) **Interactive Content Area and Theme Word Walls** – These kinds of word walls are very useful when beginning a new unit in a content area. They provide immediate access to important vocabulary words that the teacher can explain to the students and the students can then use in their own work. Students should be encouraged to add new words that they encounter to the word wall.

Phases of Reading and Learning: During Reading (Processing New Learning):

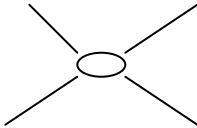

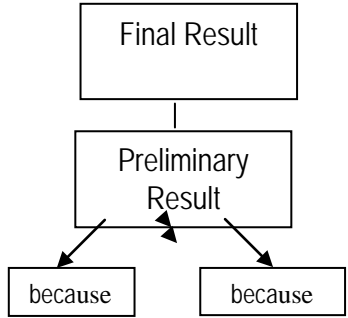
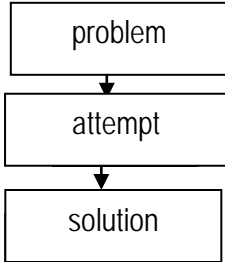
Expository Text Features: Informational texts have many features designed to help readers navigate this reading material. When students expect and understand these features, they can access information with clarity and comprehension. Teaching students about nonfiction features, the functions they serve, and how to recognize them will help students to be successful readers of nonfiction. There are three categories of text features:

1. **print features** – bold print, colored print, italics, titles, headings, labels, captions, and bullets
2. **graphic features** – fact boxes, diagrams, size comparisons, magnifications, photographs, cross-section/cutaway, tables, graphs, charts, timelines, and maps
3. **organizational features** – table of contents, introductions, supplemental information, index, glossary, and pronunciation guide

Expository Text Structures and Graphic Organizers: Narrative text is framed around a beginning, middle, and end, as well as the literary elements of setting, plot, character, problem, and resolution. However, nonfiction has a different framework. When students understand the structure of nonfiction writing, they are better able to determine the important points. Reading and understanding nonfiction text demands abstract thinking. Students must access, comprehend, and integrate new concepts and ideas. Therefore, it is crucial that teachers help students identify text structures in reading as a way to make the text easier to understand.

The following examples are characteristics of the way informational writing is structured and how it appears in standardized tests and textbooks. Graphic organizers provide assistance to students in navigating nonfiction text.

FIVE EXPOSITORY TEXT STRUCTURES

Text Type	Tells...	Clue Words	Graphic Organizer																
Descriptive	...What are you describing? ...What are its qualities? ...about something	about, is a, has a, does, for example, characteristics are, looks like, appears to be	Web 																
Sequence	...What happened? ...What is the sequence of events? ...series or steps, items or events in numerical or chronological order	first, second, third, next, then, finally, after, during, immediately, preceding, initially, not long after, today, later, now, soon, until, then, when, on (date)	1. _____ 2. _____ 3. _____ 4. _____																
Compare/Contrast	...What are the similarities and differences between 2 or more things?	different from, same as, alike, similar to, resemble, on the other hand, although, but, as well as, as opposed to, both, compared with	Venn Diagram  Matrix (more than 2) <table border="1" data-bbox="1157 1020 1502 1215"> <tr> <td></td><td>dog</td><td>cat</td><td>bird</td></tr> <tr> <td># legs</td><td>4</td><td>4</td><td>2</td></tr> <tr> <td>sound</td><td>bark</td><td>meow</td><td>chirp</td></tr> <tr> <td>cover</td><td>fur</td><td>fur</td><td>feather</td></tr> </table>		dog	cat	bird	# legs	4	4	2	sound	bark	meow	chirp	cover	fur	fur	feather
	dog	cat	bird																
# legs	4	4	2																
sound	bark	meow	chirp																
cover	fur	fur	feather																
Cause and Effect	...reasons why something happens or exists ...What might happen next?	so that, because of, as a result of, since, so in order to, if...then, as a result, therefore, because, consequently, for this reason, effects of, is caused by, when...then, leads to, may be due to, begins with	Cause/Effect Map 																
Problem/Solution	What is the problem? What are the possible solutions? Which solution is best? What solutions were tried? What are the results?	problem is, solution is, have solved this problem by, puzzle is																	

Double Entry Journal: The Double Entry Journal allows students to record their responses to text as they read. In the left-hand page or column, the student copies or summarizes text which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, the student reacts to the quotation or summary. The entry may include a comment, a question, a connection made, and an analysis. Entries are made whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly

SQ3R Method: The SQ3R method is a sequence of strategies to be followed when reading content area or informational texts following five steps.

1. **Surveying.** The students survey what they are about to read. This should give the students an idea as to the content and organization of the text.
2. **Questioning.** The students return to the first section of the text they are to read and formulate a question. This sets the purpose for reading.
3. **Reading.** The students are to read the first section in an attempt to answer their proposed question. If the answer to their question is not answered, they formulate a new one and answer it.
4. **Reciting.** The students answer their question in their own words, either orally or written without looking back at the text for help.
5. Continue steps 1–4 for each section of the text until the assigned reading is complete.
6. **Reviewing.** The students review the material by again answering the questions they formulated without the aid of the text

Phases of Reading and Learning: After Reading (Consolidating New Learning):

Semantic Feature Analysis: Very often you'll find yourself in a situation in which you need to sort out the similarities and differences among a group of events, people, objects or ideas. A technique that can help you do that is called Semantic Feature Analysis. Semantic Feature Analysis uses a grid to help you explore how a set of things are related to one another. By analyzing the grid you'll be able to see connections, make predictions and master important concepts. You'll also realize things that you don't know yet, so you'll know what additional research you need to do.

RAFT (Role/Audience/Format/Topic): A RAFT activity asks students to assume a particular persona and write from that perspective. They use information gained from their research as the basis for their writing. They write to demonstrate what they have learned. This activity encourages students to think about what they are learning from another angle and to apply new knowledge in a meaningful context. RAFT is an acronym that stands for:

1. **ROLE** – What is the writer's role?
2. **AUDIENCE** – Who will be reading the writing?

3. **FORMAT** – What is the best way to present his writing?
4. **TOPIC** – Who or what is the subject of this writing?

Examples:

- A student studying the Great Depression might write a diary entry to herself about unfolding events as her family loses its farm to foreclosure.
- A student might assume the identity of a key historical figure and write from the perspective of this person explaining their role in societal change.
- A student might write a travel brochure for tourists about what to expect when visiting Peru.

QAR (Question-Answer Relationship): QAR will help students answer questions more efficiently and accurately. In the QAR format, questions and their answers can be placed into four categories according to the relationship between the question and the location of the answer:

1. **Right There** – The answer to this type of question is explicitly stated in the text and is easy to find. The question is literal.
2. **Think and Search** – The answer is stated in the text, but the required information is in more than one part. The reader has to put together two or more parts of the text to come up with the answer.
3. **Author and Me** – The answer is not in the text. The reader synthesizes information in the text with his/her personal knowledge or perspective. This question challenges the student to perform inferential and evaluative comprehension tasks.
4. **On My Own** – This question is related to information in the text, but the reader could answer it without having the text.

For younger students in grades 1 to 3, a simpler QAR format can be used with only two categories. Is the answer to the question “In the Book” or “In My Head”?

Frayer Model: As students read, they locate information which belongs in the four Frayer model quadrants: Essential Characteristics (what all have); Non-essential Characteristics (what some have and others don’t); Examples; and Non-examples. Students can reject or confirm information generated earlier from class discussions. As a final step, students write a definition of the concept including all defining characteristics.

Gallery Walk: The class is divided into groups. Each group creates a chart to show a lesson objective. (Example: Students create a chart to show animals that live in a forest.) When completed, charts are hung around the room. Groups walk from one chart to another determining similarities and differences. This may be supplemented by a whole class discussion on similarities and differences with each listed on an experience chart.

Discussion Web: This strategy uses a graphic organizer to encourage groups of students to brainstorm reasons for taking a position about a central question. Additionally,

individual students are directed to come to a conclusion, defending the side they have taken.

GIST: Have you heard the expression, “Did you get the gist of the movie?” GIST means the main idea or point. In the GIST reading comprehension strategy the letters actually stand for: **G**enerating **I**nteractions between **S**chemata and **T**ext. Getting the GIST or main idea of something is an important skill. The strategy asks the student to focus on short passages in the reading and create a summarization for each passage in a structured step by step process. This will help the student to comprehend or “get the gist” of the text. In the lower grades this can be done as a whole class activity on a regular basis. You will need a grid containing twenty spaces, one for each word. After reading a short selection (one or two paragraphs), the students will assist the teacher in writing a twenty word summary to demonstrate the GIST of what they read.

Determining Importance and Synthesizing New Information: A critical part of comprehension is the ability to separate the nonessential from the essential. Determining importance has to do with making decisions about which information is most critical to understanding the overall meaning. Once you have established the essential facts, then you synthesize this information by asking yourself, “What does this really mean to me?” Through this process, a student’s thinking and understanding of the text deepens.

Written Response: This strategy is an especially effective tool for assessing, tracking, and extending students’ comprehension and background knowledge. A written response in a simple “log” offers specific opportunities for readers to reflect on their reading. It also offers a format in which teachers can respond directly to the students’ reflection. Students choose from a list of prompts and compose responses/reflections pertaining to the text. Conduct multiple teacher demonstrations on effective use of this strategy

Quick Write/Quick Draw: This is a strategy that gives students the opportunity to reflect on their learning. Ask students to write and/or draw everything they remember from their experience. Provide some prompts by asking the following questions:

How do you feel?	What did you think about?	What did you learn?
What did you not like?	What did you like the most?	What surprised you?
What made you curious?	What was the coolest thing you remember?	

Exit Slips: Exit slips are a simple way to help students reflect on what they have learned and identify areas that need further exploration. This activity is appropriate for use with students at all ability levels as a tool to assess learning and to inform the teacher about mini-lessons or topics for further study. When students are encouraged to reflect on their learning, they come to understand and value the content and process in new and deeper ways. Following a few demonstration lessons, and at the end of a lesson, distribute a 3X5 card to each student. Ask students to write one thing that they learned during the day or from a particular activity, on one side of the card. Instruct students to turn the card over and write one question that they still have.

Incorporating Performing Arts:

1. **Reader's Theater** – Students read their lines during the performance. Make copies of the portion of the book that is being read, provide each reader with a copy, and highlight each student's part. Students need to rehearse before they read in front of an audience.
2. **Reenactments** – Plays help students learn and develop a strong sense of empathy about people in different times and places assuming that the script, set, costumes, and props have a reasonable degree of historical and cultural accuracy.

Blueprint Strategy to Support Research (Mental Model for Part to Whole): Give each student one file folder and several regular-sized mailing envelopes. Glue the envelopes flap-up onto the file folder. Label each envelope with the headings required for the research. (Example: If the research project is to prepare a report on a colonial region of the United States, then label each envelope with one of these headings – geography, natural resources, settlements, government, culture, and economy.) Using 3X5 index cards, students will use reference resources to locate and record information on each heading and store each index card in the appropriate envelope. Students will place completed index cards into the corresponding envelope on the file folder. When all the information has been gathered, students will begin a first draft of their research report by creating one paragraph for each envelope heading.

Differentiating Instruction: There are several instructional interventions that will help students learn social studies content, processes, and develop work products.

1. Modifications in Curricular Content –

- divide the material into small, manageable chunks using a series of mini-lessons
- present material in a systematic fashion by presenting an overview showing all of the topics, review what has been learned before, and highlight the relationship between each lesson

2. Modifications to Instructional Processes –

- adapt materials by supplementing the textbook with an easier-to-read informational book
- use audiotapes of chapters in the textbook
- plan a dramatic role play
- make “real” products from the era being studied
- present content at a slower pace
- provide additional guided practice
- increase the use of graphic organizers and charts

- emphasize essential bits of information, words, or phrases by highlighting the key words in the definition and displaying the charts
- keep all students actively involved by asking students to do something at different points in the lesson

3. Modifications in Student Work Products –

- use open-book when answering test questions
- provide student choice
- allow student to work with a partner to complete a task
- allow additional time
- accept open-ended responses that are partially justifiable
- adjust the modality e.g.; students having difficulty writing complete the same assignment through an oral presentation

Assessment and Testing Strategies

Authentic Assessment or Performance-based Assessment is a process with the following characteristics:

- Tasks require higher-level thinking
- The goal is to evaluate student performance on tasks that correspond to the types of things people do in the “real” world rather than to make judgments on the basis of written tests taken only in school
- The process is ongoing and longitudinal
- Students show what they know and can do in a variety of ways through writing, speaking, art, and drama
- The products students create or records of them are stored in portfolios. A variety of items are produced throughout the year:
 - (a.) written products (research reports, surveys/questionnaires, interviews, journal entries, learning logs, letters, editorials, plays, scripts, stories, poems, brochures, pamphlets, essays, book reviews, notes)
 - (b.) non-written products (posters, charts, maps, graphs, diagrams/labels, illustrations/captions, timelines, family trees, murals, dioramas, collages, bulletin board displays)
 - (c.) multiple-form products requiring writing, drawing, and speaking (oral presentations, dramatic reenactment, debates, constructing models, newscasts, artifacts, photographs, audiotapes, PowerPoint presentations, computer storage devices)
 - (d.) tests in a variety of formats

Records Teachers Should Keep

- Anecdotal records to record classroom observations as student participate in social studies activities
- Evaluation rubrics provide a scale with written descriptors to categorize student performance
- Checklists to record information that require a yes/no judgment

Evaluating Achievement of Standards

- The evaluation process is longitudinal and ongoing. Most standards are achieved gradually.
- There are gradations of achievement. Some standards may not yet be addressed. For those that have been covered, some students will have evidence in their portfolios that the standard has been met, other students will have evidence that leads to the conclusion that the standard has been partially met, and for some students the evidence will indicate that the student has not met the standard.
- The evaluation process should use several sources of data

Rubric Guidelines:

- It is an assessment tool used to measure students' work.
- It contains specific performance characteristics arranged in levels indicating the degree to which a standard has been met.
- It must be simple and easy for students to understand.
- It is a working guide for students handed out before the assignment begins in order to get students to think about the criteria on which their work will be judged.
- Students themselves are involved in the assessment process through self-assessment.
- As students become familiar with rubrics, they can assist in the rubric design process.

Advantages of Rubrics:

- Rubrics improve student performance by clearly showing the student how their work will be evaluated and what is expected.
- Rubrics help students become better judges of the quality of their own work.
- Rubrics allow assessment to be more objective and consistent.

Developing a Rubric:

- Identify 3 to 5 criteria
- Set up a grid with numerical values; 1-4 is usually enough
- Identify what would be an excellent piece of work. That becomes a 4.
- Work backwards. Identify what would be a 3, a 2, and so on. What would be unacceptable? That becomes a 1.

Texts and Materials

Harcourt Social Studies Program and Website

Houghton Mifflin Harcourt Journeys Program

Videotapes and DVD's

Classroom Editions of "Time for Kids Magazine" or "Scholastic News"

Biographies, Historical Fiction Novels, and Children's Literature

The Internet

Kidspiration Activities

Microsoft Word, Microsoft Publisher, Microsoft Powerpoint

NJDOE Core Curriculum Content Standards Framework Activities

Procedures for Use of Supplemental Instructional Materials

Instructional materials not approved by the Board of Education must be brought to the attention of the building principal or vice-principal before use in any instructional area. Materials that are approved include all textbooks, videos, and other supplemental material acquired through purchase orders, and/or other school funds. Resources from the Burlington County Education Media and Technology Center are also acceptable, with age appropriateness reviewed.

All instructional materials not explicitly Board approved as outlined in above, which are intended for use in any instructional setting must be approved by the building principal or vice- principal at least 5 schools days prior to use. The principal or vice-principal may request to review a copy of the materials, video, etc, prior to use in the classroom.

Teachers are reminded to use caution when utilizing websites.

APPENDIX

1. Bloom's Taxonomy
2. Think-Pair-Share
3. K-W-L Charts
4. Story Impression
5. Concept Definition Map
6. Semantic Maps
7. Concept Attainment Model
8. Anticipation Guide
9. Expository Text Features
10. Expository Text Structures – Graphic Organizers
 - Descriptive
 - Sequence
 - Compare and Contrast
 - Cause and Effect
 - Problem and Solution
11. Double Entry Journal
12. SQ3R Method
13. Semantic Feature Analysis
14. RAFT
15. Question Answer Relationship (QAR)
16. Frayer Model
17. Discussion Web
18. GIST
19. Determining Importance and Synthesizing New Information
20. Written Response
21. Quick Write/Quick Draw
22. Blueprint Model to Support Research (Mental Model for Part to Whole)

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