

West Orange Public Schools

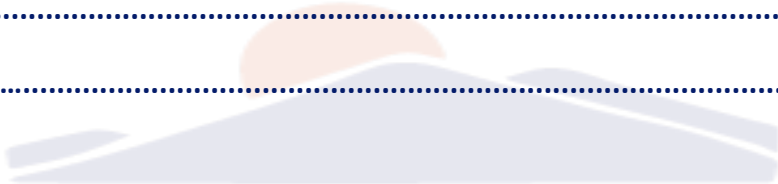


Social Studies K-12

Presented by:
Michael Figueiredo, Supervisor
November 18, 2019

West Orange Board of Education

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Goals for Tonight

- Overview of our K-5 Program
- Overview of our 6-8 Program
- Overview of our 9-12 Program
- Overview of Required Mandates
- Social Studies Community Relationships

Goals for Tonight (continued)

- Overview of the Curriculum Writing Process
- Insight to the upcoming Social Studies Standards
- The Future of Social Studies in West Orange Public Schools

Social Studies K-5: Courses of Study

Kindergarten: You and Your Family

First Grade: The Family and the Neighborhood

Second Grade: The Neighborhood and Community

Third Grade: Communities

Fourth Grade: The State Community

Fifth Grade: Early American History (Native Americans-American Revolution)

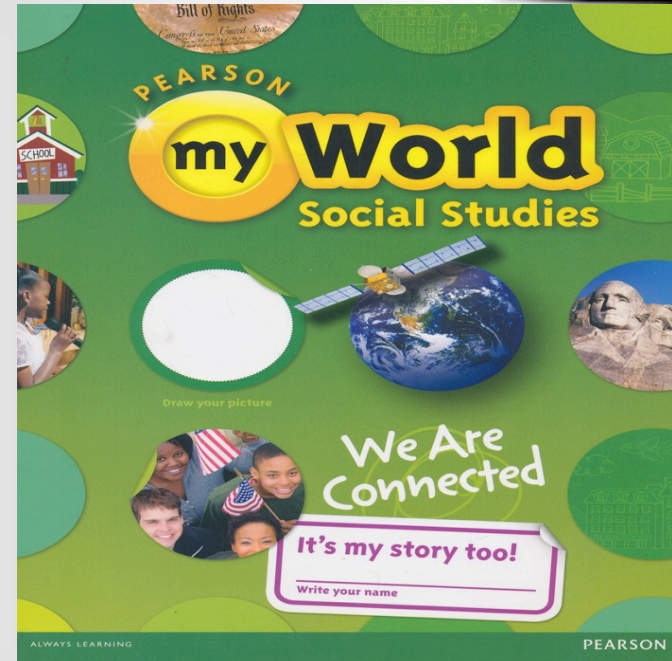
Social Studies K-5

- *My World Social Studies*
- Completing year seven of a seven year subscription plan

Interactive Student Texts

Interactive Digital Presentations

Online Student Text, Resources, and Leveled Readers (English and Spanish)



Social Studies K-5: Evaluation Committee

Goal: To evaluate Social Studies K-5 instructional resources and prepare recommendations for 2020-2021.

Committee Members: 2 to 3 teachers from each elementary school and 3 administrators

Social Studies Instructional Resources: TCI, Social Studies Weekly, Nystrom and Pearson

Social Studies K-5: Evaluation Committee, cont.

- Presentations: 11/21 and 12/12
- Two finalists will be chosen and piloted after the Holiday break
- The committee will reconvene in the early spring and make a recommendation to the Superintendent
- Anticipated Board Presentation: Late April/Early May

Social Studies K-5: Strengths

- All schools utilizing the same curriculum
- Combined textbook and workbook
- Guided reading books and leveled readers
- *My World* compliments balanced literacy
- Emphasis on student vocabulary

Social Studies K-5: Areas for Growth

- Integration of English Language Arts and Social Studies to better develop reading and writing skills in the 21st Century
- Infusion of technology into Social Studies lessons
- Articulation of social studies teachers K-5 in regards to content, writing and social studies skills

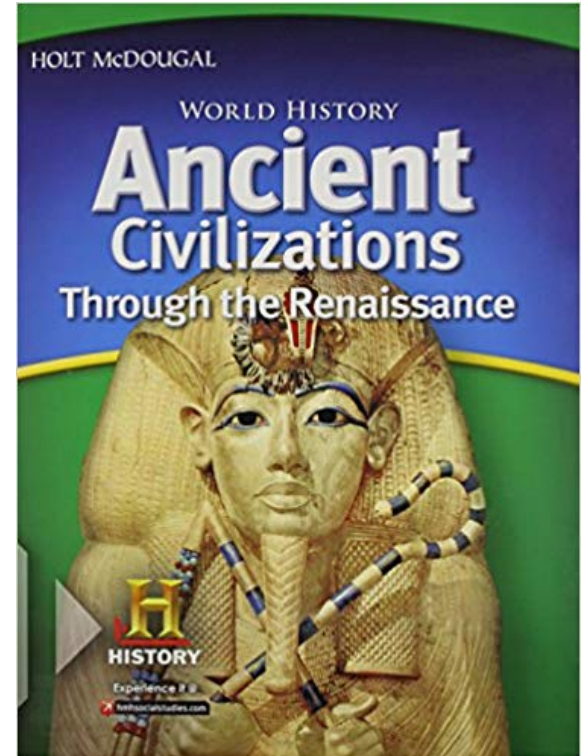
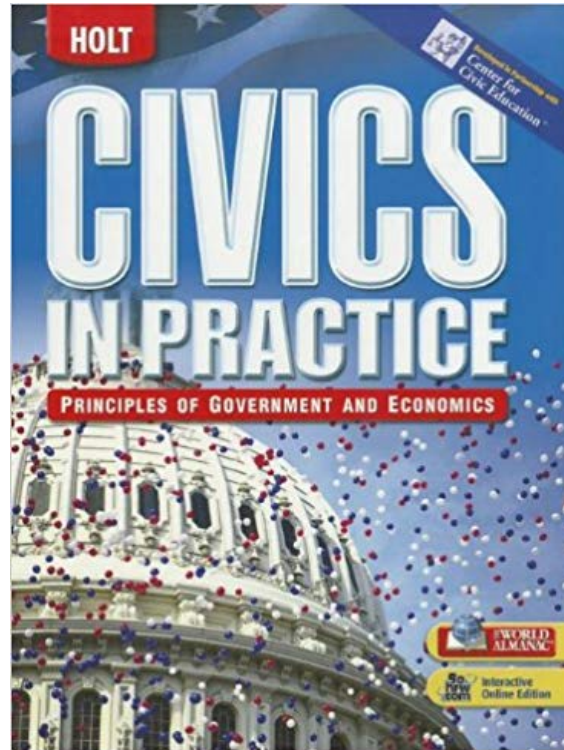
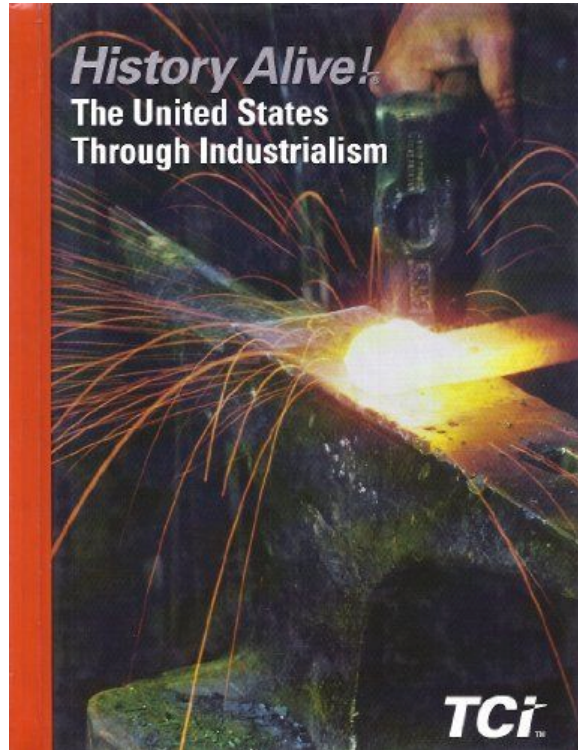
Social Studies 6-8

Grade 6: The New Nation Through Reconstruction

Grade 7: Civics

Grade 8: Ancient Civilizations to the Renaissance

Social Studies 6-8 (Texts & Online Resources)



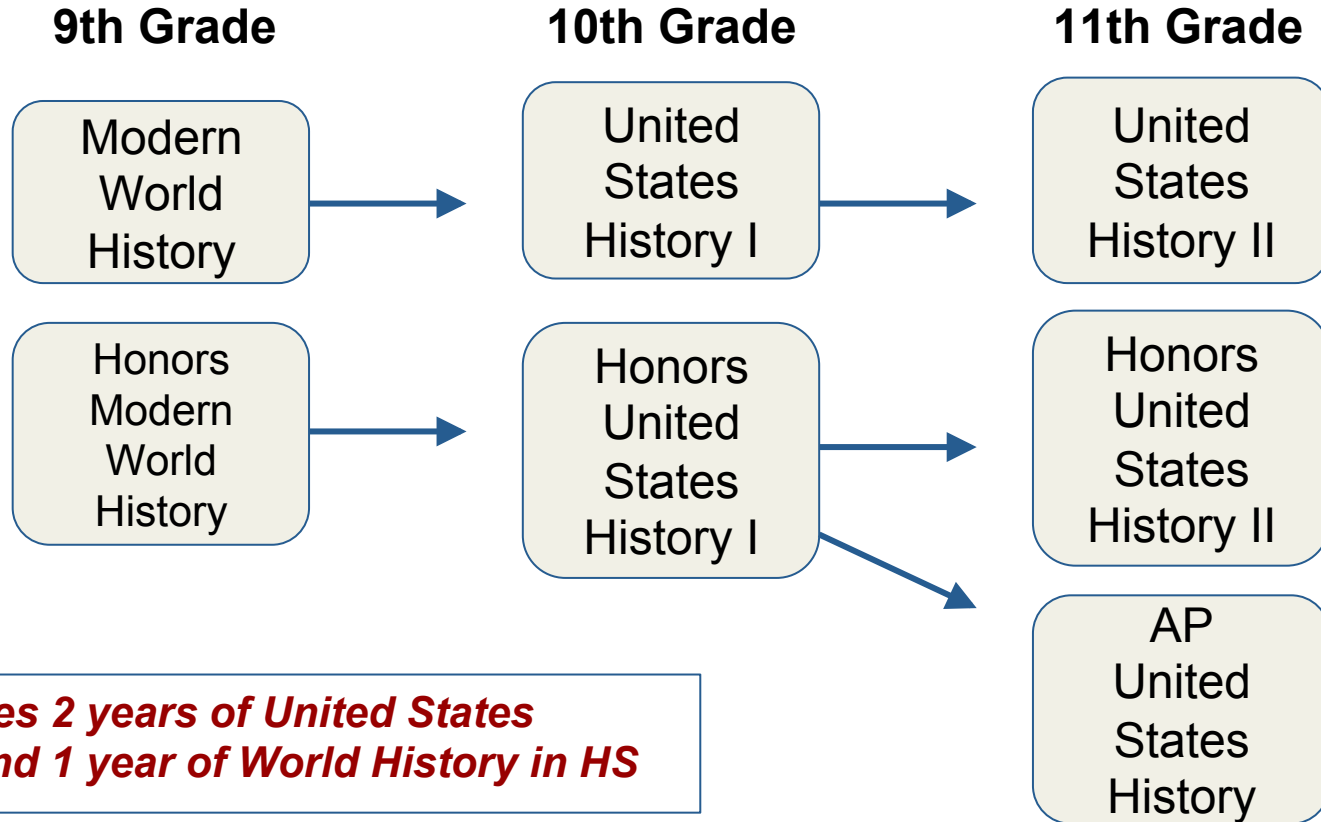
Social Studies 6-8: Strengths

- Infusion of technology has increased engagement and enhanced learning
- Common planning and collaboration among teachers
- Greater use of document-based evidence to enhance historical thinking skills
- Document Based Questions are introduced in 6th grade, reinforced in 7th grade, and mastered in 8th grade
- Aligned writing rubrics with ELA
- Emphasis on critical thinking and analysis
- Greater communication between the three schools

Social Studies 6-8: Areas for Growth

- Greater emphasis on activities and assessments that incorporate the 21st century skills of Creativity, Collaboration, Critical thinking, and Communication ([C3 Framework-College, Career and Civic Life](#))
- Increase activities aligned with standards that allow students to pursue content that is meaningful to their real-world experiences

Social Studies 9-12



Social Studies 9-12: Strengths

- Course offerings (AP & Electives)
- Small Learning Communities
 - Institute of Humanities (Grades 9-10)
 - Institute for Citizen Empowerment (Grades 10-12)
- Infusion of technology to increase engagement and enhance student learning
- Reading like a historian
- Investigation and Inquiry
- Analyzing historical evidence (Primary /Secondary Sources)
- Development and reinforcement of analytical writing skills

Social Studies 9-12: Areas for Growth

- Need for more common planning time for greater collaboration among teachers
- More real world project based assessments
- Consistent practices in Limited English Proficient Social Studies classes (teachers are currently receiving training from ESL Supervisor as well as outsourced providers)

Social Studies Advanced Placement

- AP United States History (Grade 11)
- AP Psychology (Grade 11 and 12)
- AP Government (Grade 12)
- AP World History (Grade 12)

AP Government Results

West Orange: 3.63/5

New Jersey: 3.16/5

Global: 2.73/5

**% of students scoring a 3 or higher at WO:
83.3%**

% of students scoring a 3 or higher in NJ:
67.8%

AP US History Results

West Orange: 3.78/5

New Jersey: 3.12/5

Global: 2.7/5

**% of students scoring a 3 or higher at WO:
87%**

% of students scoring a 3 or higher in NJ: 66%

AP Psychology

West Orange: 4.21/5

New Jersey: 3.23/5

Global: 3.09/5

**% of students scoring a 3 or higher at WO:
96.1%**

% of students scoring a 3 or higher in NJ:
68.6%

AP World History

West Orange: 3.55/5

New Jersey: 3.10/5

Global: 2.75/5

**% of students scoring a 3 or higher at WO:
90.9%**

% of students scoring a 3 or higher in NJ:
66.1%

High School Electives

- Law: Rights and Responsibilities
- Europe in the Modern Age
- The Individual in Society
- History of Race, Class, Gender and Ethnicity
- Cultural Anthropology
- Money, Markets and the Economy
- Modern America Through the Media
- Power and Politics in America
- Shaping Western Thought

Amistad Mandate

- All social studies teachers in grades 6-12 have an Amistad account which the teachers use to access the Amistad website.
- Teachers in grades K-5 have access to Amistad accounts and the website.
- Four key strands are incorporated in the curriculum for grades K-3 (History, Culture, Perspectives/Civics, Government, Human Rights/Geography, People and the Environment/Economics, Innovation and Technology).
- Teachers have attended Amistad training at Kean University.
- Teachers have attended The Amistad's Summer Institute.
- Within each grade level curriculum, lessons from the Amistad are embedded and a list of support books from Amistad are provided.
- Alignment with Amistad is observed through lesson plans, teacher observations, walk-throughs, class activities, PBAs and out of district training.
- We are awaiting guidance from NJDOE regarding the Amistad Journey initiative.

Amistad Curriculum Integration

NJ Amistad Commission Curriculum Alignment for West Orange Public School District



Grade Level(s)	Content Integration	Alignment to the Amistad Curriculum
K-3	<p>The Elementary Social Studies Curriculum is designed to give students the opportunity to develop their sense of place in our community, state, nation, and global village. The curriculum will allow students to meet the highest levels dictated by New Jersey Student Learning for Social Studies. A West Orange elementary social studies student will examine the following concepts: democratic ideals, cultural diversity, economic development, global perspective, and participatory citizenship. A multicultural approach to teaching social studies is fostered in the curriculum as is the integration of literacy to promote a rich social studies experience. To provide continuity of concept development, four key strands are incorporated throughout the K-3 Social Studies curriculum:</p> <ul style="list-style-type: none"> • History, Culture, and Perspectives • Civics, Government and Human Rights • Geography, People, and the Environment • Economics, Innovation, and Technology <p>The kindergarten social studies curriculum provides students with an understanding of themselves and their relationships to the family. The program emphasizes the uniqueness of the individual child and his/her interpersonal relationships with the home, school, and community. The program also introduces students to a world of diverse people and traditions. Through a study of people, natural events, and communities, the student will become aware of change as it affects him/her personally as well as the world around him/her.</p> <p>Unit 1: Me, My Class, and My Community Unit 2: Culture and Traditions Unit 3: Life Then and Now Unit 4: Wants and Needs</p> <p>The first grade social studies curriculum provides students with an understanding of themselves and their relationships to the family, the community, country, and the world. The program emphasizes the structure, composition, roles, and responsibilities of the student in his/her home, school, and local and global environments. Students will gain an awareness of cultural diversity by recognizing similarities and differences among people and places.</p> <p>Unit 1: Our School, Our Community Unit 2: Economics Unit 3: Cultural Traditions Unit 4: Past and Present</p>	<p>Unit 1—Social Studies Skills This unit will emphasize skill-based learning: reading and interpreting maps, census data, graphs, charts, timelines, primary and secondary sources, and points of view. Teachers will introduce the students to the historian's craft (interpretation and narration).</p> <p>In early elementary students develop the skills of working with maps, charts, graphs and timeline. This provides the foundation for students later on as they learn to understand how to utilize historical evidence and indicate bias, point of view and the reasons some historical sources were created. As students move to middle and high school, focus shifts to the deep analysis of historical sources to determine bias, point of view and historical context. Students chronicle the importance of evidence in understanding the past.</p>

Amistad Commission: Online Resources



WELCOME TO THE NEW JERSEY
AMISTAD COMMISSION
INTERACTIVE CURRICULUM

QUICK LINKS

-  NEW JERSEY STUDENT LEARNING STANDARDS
-  SOCIAL STUDIES

Google Custom Search



Sponsored by The Amistad Commission, here you will find quality resources for teaching English Language Arts and Social Studies.



Welcome to Amistad

The Amistad Commission Website



LATEST NEWS

Amistad Commission: Online Resources



UNIT FIVE
Establishment of a New Nation & Independence to Republic
1600 - 1800

INTRO

LAUNCH TIMELINE



  A+ A- A

UNIT INTRODUCTION

Introduction by Dr. Colin Palmer, Amistad Commission



This unit is primarily concerned with English colonization of North America, although it is important to frame the study in the context of the Americas as a whole. From a theoretical perspective, the teacher should help the students to understand the differences between colonialism and imperialism. The North American colonies should be classified as colonies of exploitation and settlement, whereas those in the Caribbean were colonies of exploitation (overseers and absentee landlords). Students should understand the violence of the colonial experience as many indigenous peoples were killed and others divested of their land and forced to serve the colonizers.

Amistad Commission: Online Resources



UNIT 5 - ESTABLISHMENT OF A NEW NATION & INDEPENDENCE TO REPUBLIC - ACTIVITIES

Establishment of a New Nation & Independence to Republic



ACTIVITIES

Amistad activities include materials for use in the classroom and as assignments for students.

DIALOGUES

James Armistead Lafayette	 VIEW RESOURCE
The 1st Rhode Island Regiment	 VIEW RESOURCE
The Trial of Anne Hutchinson	 VIEW RESOURCE

Guided Readings

PRIMARY

Benjamin Franklin	 VIEW RESOURCE
Colonel Tye	 VIEW RESOURCE
Jupiter Hammon	 VIEW RESOURCE
Peter Salem	 VIEW RESOURCE
The Daughters of Liberty	 VIEW RESOURCE
Tituba	 VIEW RESOURCE
William Penn	 VIEW RESOURCE

SECONDARY

Florida Maroon Societies	 VIEW RESOURCE
The Stono Rebellion	 VIEW RESOURCE
Anthony Johnson	 VIEW RESOURCE
Dorothy Creole	 VIEW RESOURCE
Nathaniel Bacon	 VIEW RESOURCE

Holocaust / Genocide Education K-5

- bullying, acceptance of others, kindness, belonging, liberty, justice, equality, diversity as well as gender, racial and religious discrimination people have experienced are taught.
- Works such as *Refugee*, *The Boy Who Fought Hitler*, *Bullies Never Win* are used within the classroom.

Holocaust / Genocide Education 6-12

- Cross-curricular lessons between ELA and Social Studies.
- Holocaust and Genocide presentations occur which include guest speakers.
- 7th grade teachers spend over a week studying the Holocaust.
- 8th grade teachers teach about genocide through World History.
- The Holocaust as well as the Armenian, Cambodian, Rwandan and the genocide in Darfur are studied in grades 9, 11 and 12.
- In 10th grade, US History examines the relationship between the colonists/Americans and the Native Americans.
- [West Orange Public School's Compliance with H/G Mandate.](#)

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

Chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

On January 31, 2019, the New Jersey state government passed accompanying bills S1569 and A1335 which were signed into law by Governor Murphy requiring school districts in New Jersey to **include instruction and adopt materials** that **accurately portray** political, economic, and social contributions of *persons with disabilities* and *LGBT people* in an **appropriate place in the curriculum** for **middle and high school students**.

The law specifies that the:

- > Content be included as part of each district's implementation of the New Jersey Student Learning Standards in Social Studies beginning in the fall of 2020
- > State Department of Education has agreed to set guidelines for the new curriculum
- > Implementation will be up to each school district

NJDOE has not released guidelines or endorsed specific organizations and/or accompanying curricular frameworks.

September 2020 – June 2021

- Develop formal goals, objectives, expectations for all State mandates
- Revise Social Studies standards as instructed
- Develop age appropriate middle/high school curricular lessons for integration into Social Studies that:
 - address bullying, to include people with disabilities and LGBT people
 - accurately portray the contributions and accomplishments of people with disabilities and LGBT people in each of the specified structures
- Review middle and high school curriculum and resources, specifically to examine and ensure that people with disabilities and LGBT people are:
 - Accurately portrayed in the political, economic, and social contributions
 - Not represented in a biased or discriminatory way
 - Represented to include contributions and accomplishments in each of the specified structures
- Provide Ongoing Professional Learning Opportunities for Staff and Students

Social Studies Community Relationships

- Holocaust Survivors present to our students
- Veterans speak within our classes
- West Orange Historical Society: Lectures on General McClellan and NJ's role in the Civil War
- World History students work with seniors at Daughters of Israel
- Currently enhancing our relationship with Luna Stage
- I.H. students learn how to use the archives at Morristown National Historical Park (Morristown, NJ)
- Currently enhancing our relationship with the Thomas Edison National Historical Park

Moving Forward with Social Studies

- Revise curricula based on the new standards
- Budget for Amistad in-district professional development at West Orange Public Schools
- Exploring: Holocaust/Genocide Class
- Exploring: A.P. Macroeconomics
- Exploring: African American History Course
- Exploring: Latin/Spanish American History Course

NJSLS Standards & Social Studies Curriculum

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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.
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Era	The Beginnings of Human Society		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
1. The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.	A. Civics, Government, and Human Rights	6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
	B. Geography, People, and the Environment	6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
	C. Economics, Innovation, and Technology	6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
		6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
	D. History, Culture, and Perspectives	6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
		6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
		6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Content Area	Social Studies		
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.		
Era	Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
2. Early Civilizations and the Emergence of Pastoral	A. Civics,	6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar



SOCIAL STUDIES

Course: Ancient World History to the Renaissance

Essential Course Information

- > Grade 8
- > Full Year

Course Overview

In this course, students will examine historical developments that have shaped the modern world. The course allows students to familiarize themselves with the evolution of human civilization along with the contributions made to society, government, trade, engineering, and arts starting over 12,000 years ago with the Neolithic Era and continuing through the Classical Era and concluding with the Renaissance and Age of Exploration in the 15th, 16th and 17th centuries. *The overview and sequence applies to General Education and Honors Level courses.*

Unit	Estimated Time	Overview
Unit 1 Uncovering the Past & the Beginnings of Human Society	2 weeks	In this unit, students will learn how early humans adapted to their physical environments using resources, the natural world, and technological advancements. Students will examine how archaeology provides historical and scientific explanations for how ancient people lived. Students will explore how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution.
Unit 2 Early River Valley Civilizations	8 weeks	In this unit, students will learn that the development of agriculture enabled the rise of the first civilizations, located primarily along river valleys. Students will investigate how the complex societies in Mesopotamia, Egypt, the Indus River Valley and, later, the Yellow River Valley in China were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. Students will examine how the need for structures within society provided order and stability emerged. They will compare the development of these civilizations through the religious, cultural, economic, and political aspects of their societies.
Unit 3 Ancient & Classical Civilizations of the Mediterranean	10 weeks	In this unit, students will learn about the classical civilizations, Greece and Rome. Students will examine the geography of Greece and analyze its impact on the development of their political and social structures. The students will investigate the cultural diffusion of Greece in order to explain the establishment of the Roman Republic and Empire. Students will examine the legacy of these societies and examine their political, economic and cultural achievements and describe their impact on the United States today. Lastly students will consider how conflict and change impacts the rise and fall of civilizations.
Unit 4 Civilization in Asia, Africa, and the Americas	10 weeks	In this unit, students will that the emergence of empires in Asia, Africa, and the Americas resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. Students will examine the diverse characteristics and achievements of African societies and the importance of trade networks to the interaction of these groups. Students will explain the origin of Islam and the growth of its influence throughout the Mediterranean region and beyond, and describe the scholarly contributions of the Islamic Empire. Lastly, students will examine the rise and fall of civilizations and empires in the Americas.

Design Format for New Jersey Student Learning Standards

Introduction

- Mission and vision
- Content-specific research
- New Jersey Statutes and Administrative Code
- Content-specific practices

Grade Bands

- Standards are grade specific and/or written in K-2, 3-5, 6-8, 9-12 grade bands

Structure

- Follows format of national standards or
- Uses core ideas (what students should know) and indicators (what students should be able to do)

Appendices

- Integration of evidence-based social and emotional learning competencies, career-ready practices, 21st century skills and themes, technology, equity, and interdisciplinary connections



Timeline Including Board Action

Proposed Activity	Dec 2019	Jan 2020	March 2020	April 2020	June 2020	Sept 2020-Sept 2022
SBOE committee updates						
Draft standards presented to SBOE						
Draft resolution						
Public comment sessions						
Present revised NJSLS to SBOE based on feedback						
Final resolution						
Curriculum implementation phased in						



NJ Social Studies Standards Update



THANK YOU!

mfigueiredo@westorangeschools.org