

Advanced Placement

August

2017

Developed Spring 2012

The Advanced Placement Comparative Government curriculum is a course that was developed by the Fair Lawn Social Studies Department and is aligned to the NJ Student Learning Standards and the College Board AP curriculum.

Comparative Government

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

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Committee Credits

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AP Comparative Government

I. Course Synopsis

This course is designed as an introduction to the comparative study of politics and government in the modern world. The AP Comparative program is designed to provide students with the necessary tools to evaluate common types of governments and cultures, compare and analyze their governments and societies, and describe their interactions in a global environment. During this year, we will focus on the governments of six countries and compare their structure with that of the United States and each other. By studying the governments of Great Britain, Russia, Mexico, Nigeria, China and Iran students will gain a better understanding of both commonalities and differences among modern political systems.

II. Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

Ten Thematic Strands

I Culture – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

New Jersey Student Learning Standards:

Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Curricula Writing

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with NJ Student Learning Standards.

Curriculum is designed to be a **living document** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information

<http://www.state.nj.us/education/cccs/standards/9>

New Jersey State Department of Education NJ Educational Mandates

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 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 memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on "New Jersey schools to incorporate African-American history into their Social Studies curriculum." Passed by the New Jersey legislature in 2002, "The Amistad Bill" created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state's classrooms.

<http://www.theamistadcommission.com/>

III. Scope & Sequence

Unit I	Introduction: Politics and Comparative Politics	8 weeks
Unit II	Advanced Democracies: Britain and the European Union	8 weeks
Unit III	Communist and Post-Communist Countries	8 weeks
Unit IV	Developing and Less-Developed Countries	8 weeks

IV. Unit Descriptions

Unit I: Introduction: Politics and Comparative Politics

- Sovereignty, Authority, and Power [C1]
- Political and Economic Change [C2]
- Citizens, Society, and the State [C3]
- Political Institutions [C4]
- Public Policy [C6]
- Nations, States, and Nation-States

Benchmark: Analysis and interpretation of charts, graphs, and other data [CR14]

Readings:

- CIA World Factbook (www.cia.gov/library/publications/the-worldfactbook/index.html). Look at the maps and data for each of our countries.
- Kesselman, Chapter 1, “Introducing Comparative Politics”
- O’Neill, Chapter 10, “Globalization”
- “The Global State of Democracy,” Larry Diamond
- “Cultural Explanations: The Man in the Baghdad Café”
- “Women in National Parliaments,” Inter-Parliamentary Union [C5]
- “Understanding Federalism and Devolution,” by Donley T. Studlar
- Globalization Briefing Paper

Unit II: Advanced Democracies: Britain and the European Union

Reading:

- O’Neil, Chapter 7, “Advanced Democracies”

Government and Politics in Britain

Readings:

- Kesselman: Chapter 2, “Britain”
- “A Constitutional Revolution in Britain,” Donley Studlar
- “The British General Election of 2005,” Donley T. Studlar

Benchmarks & Activities:

- Watch current Prime Minister’s Question Hour (from CSPAN)
- PM Question Time Simulation

- Time line of political development
- Carting: Major policy differences between New Labour, Conservative, and Liberal Democratic Parties
- Comparing executives and features of the US and UK governments

The European Union

Readings:

- AP Comparative Government and Politics: A Study Guide, 2nd edition, by Ethel Wood, pp. 69–74.
- “When East Meets West,” Robert Cotrell
- “Challenges of European Union Enlargement,” by Beate Sissenich
- BBC News: Profile on the European Union

Benchmark & Activities:

- Governing Institutions of the European Union: Structures and Functions
- European Council Simulation: Proposals for topics: 1) Europe: Integrating Islam & EU Relations with the Middle East. 2) The EU and Russian Federation on Human Rights. 3) The Euro Crisis

Unit III: Communist and Post-Communist Countries

Reading:

O’Neil, Chapter 8, “Communism and Post-Communism”

Government and Politics in Russia [C12]

Readings:

- Kesselman: Chapter 8, “Russia”
- “Russia’s Election’s and “Managed Democracy,” by Henry Hale
- “Ten Myths About Russia: Understanding and Dealing with Russia’s Complexity and Ambiguity,” David Foglesong and Gordon M. Hahn

Benchmark & Activities:

- Watch movie on Russian Revolution. (People’s Century)
- Watch movie on Gorbachev coup attempt (ABC special)
- Watch documentary on Stalin (PBS)

- Charting: comparing and contrasting the efficacy of the rule of law in communist China and democratic Russia

Government and Politics in China [C7]

Readings:

- Kesselman: Chapter 13: “China”
- “China: the Quiet Revolution,” Doug Guthrie
- Transcript: “China in the Red” Sue Williams
- “Alarmed by Independent Candidates, Chinese Authorities Crack Down” (NY Times, December 5, 2011)
- “Poor by Definition” (The Economist, December 3, 2011, page 56)
- “Deep Flaws, and Little Justice, in China’s Court System” (NY Times, September 21, 2005) Joseph Kahn

Benchmark & Activities:

- Watch movie on Chinese Revolution (People’s Century)
- Watch movie on Tiananmen Square (ABC special)
- Watch movie on China’s economy (Wall Street Journal)
- Analytical Essay: political liberalization in Russia and China
- Sub-national Government in a Unitary System (PRC – CCP)

Unit IV: Developing and Less-Developed Countries

Reading:

O’Neil, Chapter 9, “Less Developed and Newly Industrializing Countries” Government and Politics in Mexico [C10]

Readings:

- Kesselman: Chapter 10
- Mexico Briefing Paper

Benchmark & Activities:

- Health Care Issues in Iran, Nigeria, and Mexico
- Political Participation in Mexico (party system / electoral system)

Government and Politics in Nigeria [C11]

Readings:

- Kesselman: Chapter 11
- Nigeria Briefing Paper
- “The Democratic Transition in Nigeria,” Iren Omo-Bare
- Current articles on Nigerian issues

Benchmark & Activities:

- Watch video on Shari’a Law
- Group Activity: Analyzing Shari’a Law in comparison to US law – Legal Interpretations, Penalties, Security vs. Freedom
- Charting: political structure of the US and Nigeria
- Government and Politics in Iran [C9]

Readings:

- Kesselman: Chapter 12
- Iran Briefing Paper
- Selections from the Divorce Laws in Iran (chapters 1 & 2)
- Current articles on conservative shifts within the Iranian government
- Nuclear issues

Benchmark & Activities:

- Watch movie on Iranian Revolution (PBS)
- Class Debate: “Should Iran develop nuclear weapons?”
- Evaluation: the extent to which Iranian women are victims of the legal system

Standards:

NJSLS in Social Studies: CCCS: 6.2.12.A.5.b; 6.2.12.A.5.e; 6.2.12.B.5.a; 6.2.12.C.5.b-g;
6.2.12.A.6.a-d; 6.2.12.B.6.a; 6.2.12.C.6.a-d; 6.2.12.D.6.a

NJSLS in ELA: See *Philosophy and Rationale*

Modifications: See Appendix I

V. Course Materials

Textbooks:

Kesselman, Mark. Introduction to Comparative Politics. Boston: Houghton Mifflin Co., 2007.

O'Neil, Patrick. Cases in Comparative Politics, 3rd Edition: 2010.

Wood, Ethel. AP Comparative Government and Politics: A Study Guide. 3RD Edition, 2007.

Current Events:

Students are required to keep a daily/weekly current event journal. Students will write 3 daily journal entries summarizing top news stories relating to the course of study. In addition, each Friday students will submit a type-written summary of one current event in the form of an analytical response relevant to one of the themes of comparative government, such as:

1. Economic performance
2. Social Welfare (education, health, poverty)
3. Civil Liberties (human rights and freedoms)
4. Factors influencing public policymaking and implementation

Students can use any of the following resources for their current events:

Foreign Affairs

The Economist

U.S. News & World Report

The New York Times

The Christian Science Monitor

VI. Assessments

Homework:

Students will have nightly homework assignments ranging from (but not limited to) textbook readings, selected current event articles, maps, graphs, graphic organizers, research.

Sample Assignments (as suggested by the AP College Board: Comparative Government & Politics: Syllabus 4):

- Write answers to College Board analytical FRQs (Free-Response Questions) at least every other week [CR15]

- Compare written U.S. Constitution in U.S. with unwritten constitution of UK (see BBC Web site) [CR13] [CR8]
- Compare specific leadership transitions in China, Iran, Mexico, U.S., UK [CR13]
- Discuss cleavages in comparative countries and how they impact political system and compare to U.S.
- Look at public opinion polls in U.S. and UK and compare
- Show elected and non-elected institutions in Iran (use BBC Web site) and discuss how citizens participate [CR9]
- Compare media control by reading about Putin’s crackdown in Russia, China’s crackdown on the Internet, and discuss the effect based on reading about the impact of media in the U.S. [CR7]
- Examine the role of parties in democracies and consider how it is the same and different in Russia and China
- Participate in “Mock Congress” designing bills based on research into policies in comparative countries,
- Create “how a bill becomes a law” charts for each comparative country to compare to U.S.
- Examine arguments about “imperial Congress” or “imperial presidency in contexts of definitions created earlier for concepts like democracy and authoritarian
- Define and compare judicial review in different legal systems
- Examine role of bureaucracies in U.S. and compare/contrast to democracies and non-democracies
- Link political culture to different institutional structures

VII. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLs are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.

- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Please see district chart for more detailed connections

Appendix I

***Curriculum Differentiation** is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.*

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse

learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students’

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.

- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/ or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and

interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.