Sociology

August

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Developed Spring 2012

The Sociology curriculum is an elective course that was developed by the Fair Lawn Social Studies Department and is aligned to the Grades 9-12 Common New Jersey Student Learning Standards.

Social Studies Elective

Fair Lawn
Public Schools
Fair Lawn, NJ
Fair Lawn School District

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Sociology

I. Course Synopsis

The purpose of the Sociology course is to provide students with a basic understanding of the workings of our complex social environment. The structure of society, the interactions between the different groups within society and the ways in which our society is affected by others are all addressed in the course.

Outcome Objectives:
- Employ analytical thinking and reasoning in a spirit of honest inquiry.
- Describe the historical development of sociology, tracing its roots back to the beliefs of philosophers regarding society.
- Provide a description and comparison of the various schools of thought in sociology.
- Address the benefits of using the sociological perspective when studying different cultures.
- Identify and describe the components of material and nonmaterial culture.
- Explain the dangers of ethnocentrism and the historical travesties which it has produced.
- Describe the means by which norms are enforced in society.
- Describe the dynamics of living in a global community.
- Explain the significance of the family in any society.
- Address the impact of the mass media on society.

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 the 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/NJSLS /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

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

A.   The Sociological Point of View
B.   Cultural Diversity
C.   Cultural Variation
D.   Cultural Conformity and Adaptation
E.   Social Control
F.   Social Change
G.   Social Structure
H.   Socializing the Individual and Personality Development
I.   Adolescents in Society
J.   Adults in Society
K.   The Later Years
L.   Deviance and Social Control
M.   Crime
N.   Social Stratification
O.   The American Class System
P.   Poverty
Q.   Race, Ethnicity and Social Structure NJSLS : Lang. Arts: 3.1-3.4
R.   Patterns of Intergroup Relations
S.   Gender, Age and Health
T.   Collective Behavior and Social Movement
U.   Social Change and Modernization

Length of Units at teacher's discretion and students' interest and ability.

IV. Unit Descriptions

For suggested activities, Essential Questions and Benchmarks for the Units, please see VI.

A. The Sociological Point of View
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.4A
        1.   Sociology and Its Place Among the Social Sciences
        2.   Early Sociologists and Their Views of Society
        3.   Theoretical Perspectives in Sociology

B. Cultural Diversity
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.4A
        1.   What is Culture?
        2.   Components of Culture
        3.   Examining Culture

C. Cultural Variation

NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.3 D 5-6 World Lang: 7.2
1. Common Components of Culture
2. Cultural Variation
3. Dealing With Variation
4. Variation Within Societies

D. Cultural Conformity and Adaptation
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.4A
1. American Values
2. Changes in American Values

E. Social Control
NJSLS : Lang Arts: 3.1-3.4 Soc. St: 12.6.4A
1. Internalization of Norms
2. Sanctions

F. Social Change
NJSLS . Lang. Arts: 3.1-3.4
1. Sources of Social Change
2. Resistance to Change

G. Social Structure
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.4A Career Ed: 9.1
1. Components of Social Structure
   a. Statuses
   b. Roles
   c. Social Institutions
2. Structure of Groups and Societies
   a. Defining Groups
   b. Types of Groups
   c. Types of Societies
3. Types of Social Interaction
   a. Exchange
   b. Competition
   c. Conflict
   d. Cooperation
   e. Accommodation
4. Structure of Formal Organizations
   a. Weber's Law of Bureaucracies
   b. Relationships in Formal Organizations
   c. Assessing the Effectiveness of Bureaucracies

H. Socializing the Individual and Personality Development
NJSLS : Lang. Arts: 3.1-3.4 Sci: 5.8, 5.10 Soc. St: 12.6.4A
      1. Personality Development
          a.   Nature vs. Nurture
          b.   Isolation in Childhood
      2. The Social Self
          a.   Locke and the Tabula Rasa
          b.   Cooley and the Looking-Glass Self
          c.   Mead and Role-Taking
      3. Agents of Socialization
          a.   Family
          b.   Peer Groups
          c.   School
          d.   Mass Media
          e.   Other Agents

I. Adolescents in Society
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.4A, B
      1. The Concept of Adolescence
      2. Characteristics of Adolescence
      3. Problems of Adolescence
          a.   Teenage Sexual Behavior
          b.   Teenage Drug Abuse
          c.   Other Sources of Stress

J. Adults in Society
NJSLS : Lang. Arts: 3.1-3.4 Career Ed: 9.1

      1.   Career Concerns
      2.   Marriage and Alternate Lifestyles
      3.   Midlife Crisis

K. The Later Years
NJSLS : Lang. Arts: 3.1-3.4
      1.   Retirement and Identity
      2.   Changing Demographics
      3.   Death and Dying

L. Deviance and Social Control
NJSLS : Lang. Arts: 3.1-3.4

      1.   The Nature of Deviance
      2.   Social Functions of Deviance
      3.   Explaining Deviance

M. Crime
NJSLS : Lang. Arts: 3.1-3.4
      1.   Crime Statistics
      2.   Types of Crime
      3.   The Criminal Justice System

N. Social Stratification
NJSLS : Lang. Arts: 3.1-3.4
      1.   Types of Stratification
      2.   Explaining Stratification
      3.   Dimensions of Stratification

O. The American Class System
NJSLS : Lang. Arts: 3.1-3.4
      1.   Determining Social Class
      2.   Social Class in the United States
      3.   Social Mobility

P. Poverty
NJSLS : Lang. Arts: 3.1-3.4 Soc. St: 12.6.1A1-4, 12.6.5A 2, 12.6.5B 6-7
      1.   Defining Poverty in the United States
      2.   America's Poor
      3.   Effects of Poverty
      4.   Government Responses to Poverty

Q. Race, Ethnicity and Social Structure NJSLS : Lang. Arts: 3.1-3.4
      1. Race
      2.   Ethnicity
      3.   Minority Groups

R. Patterns of Intergroup Relations
NJSLS : Lang. Arts: 3.1-3.4
      1.   Discrimination and Prejudice
      2.   Sources of Discrimination and Prejudice
      3.   Patterns of Minority Group Treatment

S. Gender, Age and Health

NJSLS : Lang. Arts: 3.1-3.4
    1. Gender
        a.   Roles of Men and Women
        b.   Politics of Gender
        c.   Gender Inequality in the United States
    2. Age
        a.   The Graying of America
        b.   Politics of Aging
        c.   Age Inequalities in the United States
    3. Health
        a.   Health Care in the United States
        b.   Politics of Health
        c.   Health and Social Status

T. Collective Behavior and Social Movement NJSLS : Lang. Arts: 3.1-3.4
    1. Collective Behavior
        a.   Preconditions For Social Behavior
        b.   Characteristics of Collectives
        c.   Types of Collectives
        d.   Explaining Collective Behavior
    2. Social Movements
        a.   Types of Social Movements
        b.   Life Cycle of Social Movements
        c.   Explaining Social Movements

U. Social Change and Modernization
NJSLS : Lang. Arts: 3.1-3.4
    1. Explaining Social Change
        a.   Cyclical Theory
        b.   Evolutionary Theory
        c.   Equilibrium Theory
        d.   Conflict Theory
    2. Modernization
        a.   The Process of Modernization
        b.   Consequences of Modernization

Standards:
NJNJSLS in Social Studies:
Social Studies: 6.2.12.A.3.a, 6.2.12.A.3.c, 6.2.12.A.3.d, 6.2.12.A.3.e; 6.2.12.D.4.k,
6.2.12.D.6.a; 6.2.12.B.5.e, 6.2.12.C.3.d,6.2.12.D.3.b, 6.2.12.D.5.c, 6.2.12.D.6.d; 6.2.12.A.3.d,
6.2.12.A.3.e, 6.2.12.A.3.f; 6.2.12.D.5.d ;6.2.12.A.6.a, 6.2.12.A.6.b, 6.2.12.A.6.d;

Common Core standards for Literacy in Social Studies: See *Philosophy and Rationale*

Modifications: See Appendix 1

V. Course Materials

Sociology: A Down- to- Earth Approach 8th Edition, Henslin, James, Pearson, Boston, 2007.

Racial and Ethnic Groups 10th Edition, Schaefer, Richard T., Pearson/Prentice Hall, Upper Saddle River, NJ, 2006

Sociology: The Study of Human Relationships 5th Edition, Holt, Rinehart and Winston, Austin, 1995.

VI. Assessments

Formative Assessments
Essays
Oral Presentations
Simulations
Summary/Responses
Debates (Formal and Informal)

Summative Assessments
Quizzes
Tests
Research

Benchmark Assessments
Students will complete a research thesis throughout the course.
Students will also answer the essential questions for each unit through verbal or written response.

Essential Questions
Why study Sociology?
Why is Sociological imagination important?
Which perspective should be used when conducting research?
What is Culture?

How does Culture effect/impact American Society?

What happens when Cultures clash?-

What is the difference between society and culture?

Which is more effective in controlling behavior, positive or negative sanctions? Explain

How are norms of society enforced?

What are the main sources of social change?

How do the two components of Social Structure affect human interaction?

What types of interactions stabilize social structure?

What roles do individuals play in society?

How is personality developed?

Can a person's personality change?

Is nature or nurture more responsible for personality?

What factors cause the development of adolescence as a distinct stage of life in the U.S.?

How did dating develop as a form of social interaction? What functions does dating fulfill?

What social problems face contemporary teens? What are the causes and consequences of these problems?

What are the stages and characteristics of adult development?

What are the differences between the four personality types in later adulthood?

Who defines deviance in a society?

What are the characteristics of the American Criminal justice system?

What are the social functions of deviance?

Does social class matter?

Can you change your social class?

What is the relationship between social class and health care?

How do discrimination and prejudice differ?

How does the sociological view of race differ from the biological view of race?

How have gender roles changed over the past 60 years?

How does gender affect advertising?

VII. Interdisciplinary Connections and Alignment to Technology standards

<u>Interdisciplinary Connections</u>

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 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.