History of Human Behavior

August

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Developed Spring 2012

The History of Human Behavior curriculum is an elective course that was developed by the Fair Lawn Social Studies Department and is aligned to the Grades 11-12 Common Core State Standards Initiative and the NJ Core Curriculum Content Standards in Social Studies.

Social Studies Elective

Fair Lawn
Public Schools
Fair Lawn, NJ

Fair Lawn School District

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History of Human Behavior

I. Course Synopsis

The purpose of the History of Human Behavior course is to provide students with an understanding of how human behavior has been explained over the centuries. The course stresses the causes of human behavior and the cognitive factors which contribute to it. Among the anticipated objectives is the understanding of the genetic and environmental factors which shape one's personality. Students will also be able to identify the symptoms and treatment of various psychological disorders.

Outcome objectives include:
   A. Employ analytical thinking and reasoning in a spirit of honest inquiry.
   B. Describe the historical development of explanations of behavior, starting with roots in philosophy and concluding with the latest advances in biochemistry.
   C. Provide a description and a comparison of the different schools of psychological thought.
   D. Describe, in terms of human behavior, the concepts of motivation, frustration, conflict and aggression.
   E. Describe the nature of stress on health and ways of coping with stress.
   F. Define and describe the concept of personality.
   G. Identify the role of testing in categorizing personality and intelligence.
   H. Identify the major categories of mental illness.
   I.   Describe various treatment models employed by mental health technicians.
   J. Identify and describe the requirements for entry into various professions within the mental health cluster.

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

The Common Core Standards
The Common Core Standards reflect a more recent adoption by the State of New Jersey in accordance with forty-six states across the country. These standards are an outgrowth of the many states that have been working for decades to produce strong and measurable standards to educate the students in a variety of areas. Focusing on English Language Arts and Mathematics as most applicable to all learners, these Standards were adopted by New Jersey State Board of Education in June of 2010.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

The English language arts (ELA) standards integrated into history/social studies classes for grades 11 and 12 includes a strand of standards relating to Key Ideas and Details. It includes RH.11-12.1, RH.11-12.2 and RH.11-12.3. The strand of standards relating to Craft and Structure includes RH.11-12.4, RH.11-12.5 and RH.11-12.6. The strand of standards relating to Integration of Knowledge and Ideas includes RH.11-12.7, RH.11-12.8 and RH.11-12.9. The category Range of Reading and Level of Text Complexity contains the standard RH.11-12.10.

Much more detailed information can be found on the web site of the ***Common Core State Standards Initiative – Preparing America's Students for College and Career*** at http://www.corestandards.org/in-the-states.

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 both the 2009 State of New Jersey Core Curriculum Standards and the Common Core State 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

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

I.	Studying Behavior	2 weeks
II.	Psychological Methods	2 weeks
III.	Biology and Behavior	2 weeks
IV.	Sensation and Perception	2 weeks
V.	Consciousness	2 weeks
VI.	Learning	2 weeks
VII.	Memory	2 weeks
VIII.	Thinking and Language	2 weeks
IX.	Developmental Psychology	2 weeks
X.	Theories of Personality	2 weeks
XI.	Psychological Tests	2 weeks
XII.	Gender Roles	2 weeks
XIII.	Stress and Health	2 weeks
XIV.	Psychological Disorders	2 weeks
XV.	Forms of Therapy	2 weeks
XVI.	Social Cognition	2 weeks
XVII.	Social Interaction	2 weeks

IV. Unit Descriptions

I. Studying Behavior
   A. Ancient Civilizations Form Explanations of Behavior
   B. Early Attempts at Scientific Explanations
   C. Science Versus Religion in the Middle Ages
   D. Wilhelm Wundt and the "Birth" of Modern Psychology

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
> **CCCS: Psychology: Perspectives in Psychological Science: 1.1-1.4**

Modifications: See Appendix I

II. Psychological Methods
- A. Conducting Research
- B. Surveys, Samples and Populations
- C. Methods of Observation
- D. The Experimental Method
- E. Ethical Issues

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
> **CCCS: Psychology: Research Methods, Measurement and Statistics: 1.1-1.4, 2.1, 2.2, 3.1-3.6**

Modifications: See Appendix I

III. Biology and Behavior
- A. The Nervous System
- B. The Human Brain
- C. The Endocrine System
- D. Heredity (Nature vs. Nurture) Assessments

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
       CCCS: Psychology: Biological Bases of Behavior: 1.1- 1.5, 2.1-2.3, 3.1-3.3, 4.1-4.3

Modifications: See Appendix I

IV. Sensation and Perception
    A. Basic Concepts
    B. Vision
    C. Hearing
    D. Other Senses
    E. Perception

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
       CCCS: Psychology: Sensation and Perception: 1.1, 1.2, 2.1-2.4, 3.1-3.6

Modifications: See Appendix I

V. Consciousness
    A. Studying Consciousness
    B. Sleep and Dreams
    C. Meditation, Biofeedback and Hypnosis
    D. Drugs and Consciousness

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
        CCCS: Psychology: Sensation and Perception: 1.1, 1.2, 2.1-2.4, 3.1-3.6

Modifications: See Appendix I

VI. Learning
    A. Classical Conditioning
    B. Operant Conditioning
    C. Cognitive Factors in Learning

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Learning: 1.1-1.3, 2.1-2.4, 3.1, 3.2

Modifications: See Appendix I

VII. Memory
    A. Three Kinds of Memory
    B. Three Processes of Memory
    C. Three Stages of Memory
    D. Forgetting and Memory Improvement

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Memory: 1.1-1.3, 2.1-2.4, 3.1-3.5

Modifications: See Appendix I

VIII. Thinking and Language
    A. What is Thinking?
    B. Problem Solving
    C. Reasoning
    D. Decision Making and Judgment
    E. Language Assessments a. Quizzes

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Thinking: 1.1-1.3, 2.1-2.3,

Modifications: See Appendix I

IX. Developmental Psychology

    A. The Study of Development
    B. Physical Development
    C. Social Development
    D. Cognitive Development

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Development: 1.1-1.5, 2.1- 2.3, 3.1, 3.2, 4.1-4.4, 5.1-5.3, 6.1-6.4, 7.1-7.3, Science: 5.3.2.E.1, 5.3.6.D.3, 5.3.8.D.3

Modifications: See Appendix I

X. Theories of Personality
    A. The Trait Approach
    B. The Psychoanalytic Approach
    C. The Learning Approach

D. The Humanistic Approach
E. The Sociocultural Approach

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)
Standards:
    CCCS: Psychology: 1.1-1.4, 2.1, 2.2, 3.1-3.5

Modifications: See Appendix I

XI. Psychological Tests
A. What Are Psychological Tests?
B. Measuring Achievement, Abilities and Interests
C. Personality Tests
D. Taking Tests

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
    CCCS: Psychology: Intelligence: 2.1-2.3, 3.1, Psychology: Personality: 2.1, 2.2

Modifications: See Appendix I

XII. Gender Roles
Psychology: Life Span Development
   A. What Are Gender Roles?
   B. Gender Differences
   C. Gender Typing
   D. Variations in Gender Roles Assessments

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
   CCCS: Psychology: Biological Bases of Behavior: 2.1, 2.2, 5.3, 6.1, 6.3, Science: 5.3.6.D.2

Modifications: See Appendix I

XIII. Stress and Health
   A. What is Stress?
   B. Responses to Stress
   C. Physical Effects of Stress
   D. Psychological Factors and Stress
   E. Ways of Coping With Stress

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:

       CCCS: Psychology: Health: 1.1-1.4

Modifications: See Appendix I

XIV. Psychological Disorders
    A. What Are Psychological Disorders?
    B. How Have Psychological Disorders Been Explained?
    C. Anxiety Disorders
    D. Dissociative Disorders
    E. Somatoform Disorders
    F. Mood Disorders
    G. Schizophrenia
    H. Personality Disorders Assessments

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:

       CCCS: Psychology: Psychological Disorders: 1.1-1.4, 2.1- 2.4

Modifications: See Appendix I

XV. Forms of Therapy of Psychological Disorders
    A. What is Therapy?
    B. The Psychoanalytic Approach
    C. The Humanistic Approach
    D. Cognitive Therapy and Behavior Therapy
    E. Biological Therapy

Benchmark Assessments:

Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Treatment of Psychological Disorders: 1.1-1.3, 2.1-2.6, 3.1, 3.2

Modifications: See Appendix I

XVI. Social Cognition
    A. Attitudes
    B. Persuasion
    C. Prejudice
    D. Social Perception
    E. Interpersonal Attraction

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
      CCCS: Psychology: Social Cognition: 1.1-1.3, Health and Physical Education: 2.4.8.A.4, 2.4.12.A.6

Modifications: See Appendix I

XVII. Social Interaction
    A. Group Behavior
    B. Conformity
    C. Aggression
    D. Altruism

Benchmark Assessments:
Quizzes
Test
Research

Suggested Activities:
Essays
Summary/Responses
Debates (Informal)

Standards:
       CCCS: Psychology: Social Interaction: 2.1-2.4, 3.1-3.4,

Modifications: See Appendix I

V. Course Materials
Psychology: Principles in Practice, Rathus, Spencer A., Holt, Rinehart and Winston, 1998.

Multimedia Resources, including print articles, computer software, video tapes and DVDS's.

VI. Assessments
The study of behavior can be approached in many different ways. Some might emphasize the scientific aspects, while others might focus on the more theoretical or social components. This course will, in fact, include each of these approaches.

Within each section of the course, students will be exposed to the latest available research on the topic at hand. Students will have several opportunities to explore topics of interest. Library research and research done in class and at home will provide students with material for oral presentations, which will occur toward the end of the school year.

Content material will be presented using the following strategies:

 A. Lecture/discussions will combine the imparting of content material with a sharing of ideas

from students.

B. Small group activities will allow students to explore topics at hand in great detail, while interacting with classmates.

C. Debates will allow students to form opinions on key issues in the study of behavior and to construct a defense of their opinions.

D. Research projects will allow students to display mastery of content material in a variety of forms.

E. Guest speakers will expose students to various perspectives on behavior and allow students to consider the many career opportunities that exist for people who wish to study behavior.

F. Library research will supplement the classroom resources which will assist students in preparing their final presentations.

Grading and Evaluation

Student mastery of content material will be assessed by a variety of means. In terms of daily assessment, student responses to questions during and after class discussions will indicate how well students understand the topic at hand. In more concrete terms, student grades will be based on the following:

- Quizzes
- Tests
- Homework/ Research Projects

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 NJCCCS 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

<u>21st Century Themes & Skills</u>

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

<u>Social Studies and Technology K-12 Indicators</u>

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*

<u>Examples of Modifications and Differentiation</u>

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.