

Mendham Borough Public Schools  
Mendham, New Jersey

*Curriculum and Instruction*

Course of Study

**Social Studies: Grade 5**

**August 23, 2016**

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The circumstances, challenges and promise of the modern world, as well as our nation’s collective intent to perpetuate the ideals of the Republic of the United States, mandate a new vision for social studies education. This vision illuminates the essential connection among social studies learning, democratic values, and positive citizenship. The National Council for the Social Studies (NCSS) advocates the “development of students who can assume the office of citizen.” The vision of the NCSS Curriculum Standards Task Force is the following:

The informed social studies student understands and applies to personal and public experiences the content perspectives of the several academic fields of the social studies. Equally important, the informed social studies student exhibits the habits of mind and behavior of one who respects the relationship between education (i.e., learning) and his or her responsibility to promote the common good.

The Mendham Borough Schools seek to cultivate students’ habits of mind and sense of individual responsibility through a program of social studies education that is grounded in the social sciences and their foundational perspectives (see “District Objectives”). The mission of middle school social studies education in Mendham Borough is the following:

Learners will employ structured methods and processes to analyze and synthesize the multiple disciplines of the social sciences and humanities, and connect human activity across time and place in order to ultimately evaluate the nature of humankind and how people should behave in relation to one another.

The middle school social studies program guides students through a developmental sequence of overarching themes that shape each yearlong course of study and ultimately provide a four-year sequence of study in the social sciences:

**Grade 5: Human Commonality:** Reflections on peoples' place within the world

**Grade 6: Human Connection:** Reflections on peoples' relationships to others

**Grade 7: Human Expression:** Reflections on peoples' relationships to ideas

**Grade 8: Human Kind:** Reflections on the nature of being human

Inspired by Dr. Seuss' Oh, the Places You'll Go!, fifth grade Social Studies learners will discover the principles by which they may evaluate contemporary and historical decisions made by individuals, by communities and by nations. In order to accomplish this, they will engage in inquiry and research with a focus on understanding themselves, other cultures, societal structures and economic interaction. They will travel to all corners of the globe and the far reaches of man's past to connect the world and its history to their lives today.

## **II. DISTRICT OBJECTIVES**

The district adopts the objectives for social studies education established by the National Council for the Social Studies according to the developmental needs of fifth grade students.

- A.** Students investigate culture and cultural diversity (Culture).
- B.** Students investigate the ways in which human beings view themselves in and over time (Past).
- C.** Students investigate the interactions among people, places and environments (Environment).
- D.** Students investigate individual development and identity (Identity Development).
- E.** Students investigate interactions among individuals, groups and institutions (Organization).
- F.** Students investigate how people create, interact with and change structures of power, authority and governance (Authority).
- G.** Students investigate how people organize for the production, distribution and consumption of goods and services (Economics).
- H.** Students investigate relationships among science, technology and society (Technology).
- I.** Students investigate global connections and interdependence (Interaction & Interdependence).
- J.** Students investigate the ideals, principles and practices of citizenship in a democratic republic (Individual Responsibility).

### **III. CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES**

Social studies instruction in fifth grade aligns with the following **2014 New Jersey Student Learning Standards:**

- 6.1.8 U.S. History: America in the World**
  - A. Civics, Government and Human Rights
  - B. Geography, People and the Environment
  - C. Economics, Innovation and Technology
  - D. History, Culture and Perspectives
  
- 6.2.8 World History: Global Studies**
  - A. Civics, Government and Human Rights
  - B. Geography, People and the Environment
  - C. Economics, Innovation and Technology
  - D. History, Culture and Perspectives
  
- 6.3.8 Active Citizenship in the 21<sup>st</sup> Century**
  - A. Civics, Government and Human Rights
  - B. Geography, People and the Environment
  - C. Economics, Innovation and Technology
  - D. History, Culture and Perspectives

**District benchmarks aligned with NJ Core Curriculum Content Standards: 6.1.8-6.3.8**

## **Interdisciplinary content and skills addressed in an integrated fashion:**

### **8.1 Computer and information literacy: A. Basic computer skills and tools**

Students develop the following basic computer skills in the social studies curriculum:

Use appropriate technology vocabulary

Use common features of an operating system (e.g., creating and organizing files and folders)

Demonstrate effective input of text and data, using touch keyboarding with proper technique

Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse

Create documents with advanced text-formatting and graphics using word processing

Create a file containing customized information by merging documents

Design and produce a basic multimedia project

Use network resources for storing and retrieving data

Choose appropriate electronic graphic organizers to create, construct, or design a document

Integrated learning activities: Samples of learning activities accomplished with technology resources (e.g., word processing software, presentation software, electronic graphic organizer): Chart of relative distances from New Jersey to selected U.S. locations; investigation of individual-family-town-country reciprocal relationships in another country and written/graphical presentation; illustration of location and benefits of interaction with identified cultures; illustration of financial resources and financial goals in families, towns and countries

### **8.1 Computer and information literacy: B. Application of productivity tools**

Students apply productivity tools in the social studies curriculum:

Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse

Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology

Describe and practice safe Internet usage

Describe and practice "etiquette" when using the Internet

Choose appropriate tools and information resources to support research and solve real-world problems, including but not limited to, on-line resources and databases, and search engines and subject directories

Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources

Integrated learning activities: Samples of learning activities accomplished with technology resources (e.g., Internet map resources, word processing software, presentation software, electronic graphic organizer): Comparison of published maps to maps of Mendham and of New Jersey constructed according to relative locations; research regarding relative distances from New Jersey to selected U.S. locations based on environmental factors; investigation of individual-family-town-country reciprocal relationships in another country; analysis of contemporary primary and secondary multi-media references to the lives of children around the world; assessment of possible means by which a relationship might be established with students in these cultures; investigation of financial resources and financial goals in families, towns and countries

## **8.2 Technology education: A. Nature and impact of technology**

Students explore the nature and impact of technology in the social studies curriculum:

Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today

Integrated learning activities: Analysis of contemporary primary and secondary multi-media references to the lives of children around the world and benefits of connecting with these cultures; assessment of possible means by which a relationship might be established with students in these cultures

### **9.1 Career and Technical Education: A. Career awareness and planning**

Students develop the following career awareness and planning skills in the social studies curriculum:

Identify potential occupations and careers (“what I want to be”)  
Identify personal interests

Integrated learning activities: Identification of professional associations as cultural institutions to which people can belong; connection of purpose and structure in authentic organizations; comparison of purpose, function and membership in various organizations

### **9.1 Career and Technical Education: B. Employability skills**

Students develop the following employability skills in the social studies curriculum:

Describe and demonstrate appropriate work habits and interpersonal skills in the classroom and school environment

Integrated learning activities: Participation in whole-class and collaborative activities (e.g., turn-taking, relevant and timely contributions to work in progress); completion of individual assignments (e.g., complete, accurate work products evidencing workmanship as per established criteria); analysis of historical figures’ personal qualities; demonstration of organizational skills in a result-oriented simulation; analysis of responsibilities and characteristics required to discharge these in contemporary and historical, informal and institutionalized leaders

**9.2 Consumer, Family and Life Skills: A. Critical thinking; B. Self-management; C. Interpersonal communication; D. Character development and ethics**

Students develop the following skills in critical thinking, self-management, interpersonal communication and character development and ethics in the social studies curriculum:

Communicate, apply technology and problem solve  
Practice goal setting and decision making in areas relative to life skills  
Demonstrate responsibility for personal actions and contributions to group activities  
Demonstrate interpersonal respect and flexibility  
Think and speak logically  
Work cooperatively to solve a problem  
Avoid physical confrontation  
Explain and demonstrate how character and behavior influence others' actions  
Describe how personal ethics influence decision making

Integrated learning activities: Participation in whole-class and collaborative activities (e.g., turn-taking, relevant and timely contributions to work in progress); completion of individual assignments (e.g., complete, accurate work products evidencing workmanship as per established criteria); analysis of historical figures' personal qualities; analysis of daily interactions with various people; higher-order thinking activities [e.g., hypothesis; applications to novel contexts; analysis of skills, challenges and solutions in result-oriented simulation]; completion of open-ended problem-solving tasks (e.g., remediation of organizational failure); analysis of attitudes towards other peoples and cultures; evaluation of criteria for sound decision making in the family, town and federal spheres

**Science:** Analysis of how societies of varying levels of technological advancement have met their basic needs; identify sources of social science data, and analyze the use and interpretation of these data

**Language Arts Literacy:** Written activities in each unit (i.e., lists, graphic organizers, narrative texts; multi-paragraph reflective essays, news report); speaking and listening activities in each unit (i.e., whole-class discussion, partner and cooperative group discussion); reading activities in each unit [e.g., analysis of contemporary primary and secondary multi-media references to the lives of children around the world; investigation of financial resources and financial goals in families, towns and countries; outlines of expository text structures (i.e., main idea, explanation, example)]; strategies for reading expository text

**Visual and Performing Arts:** Graphic representations of content concepts, knowledge and skills in each unit (e.g., magazine “window” to illustrate unique identity facets; individual-family-town-country reciprocal relationships; comparison of purpose, function and membership in various organizations; illustration of financial resources and financial goals in families, towns and countries; role plays to enact concepts)

**Mathematics:** Application of map scales to calculate actual distances between New Jersey and selected U.S. locations; study of latitude and longitude; use of protractor to study global relationships; use of coordinates in map grids and graphs; mental math (e.g., number of years between two events)

**World Language:** Analysis of contemporary primary and secondary multi-media references to the lives of children around the world and benefits of connecting with these cultures; study of leadership across cultures; comparison of contemporary and historical expectations of civilian responsibility across cultures; comparison of how contemporary and historical societies have met their basic needs; analysis of attitudes towards other peoples and cultures; study of social studies terms borrowed from other languages (e.g., Vermont, plateau, Rio Grande, Sierra Nevada)

Grade level benchmarks in fifth grade Social Studies are built into the following units:

Unit 1: Why Am I Me?

Unit 2: Do I Know You?

Unit 3: Who’s the Boss?

Unit 4: What’s In It for Me?

Unit 5: Where Have I Heard That Before?

Unit 6: Where Do I Go?

**Unit 1: Why Am I Me?**

NCSS Strands Addressed: Environment, Identity Development

In unit 1, learners will begin their journey of inquiry by looking at themselves: where and with whom they live, what they do, and how they interact with other people in their lives. They will extend their inquiry to consider their environments in Mendham, New Jersey and the United States, and analyze the role that environment plays in individual development.

In unit 1, students will understand that:

1. Environment influences self-identity and individual development.
2. An individual’s identity emerges from multiple sources.

In unit 1, students will be able to:

<b>Unit 1: Why Am I Me? Learning Outcomes</b>
<b>Section 1:</b> 1. Define themselves by self-reflection upon where they live and what they do; 2. Define themselves by self-reflection upon role relationships; 3. Identify cultural institutions that define individuals (e.g. family, heritage, socio-economics, gender).



<b>Unit 1: Why Am I Me? (continued) Learning Outcomes</b>
<b>Section 2:</b> 4. Define environment as surroundings; 5. Identify characteristics that make up local surroundings; 6. Identify ways in which the local environment affects daily living; 7. Identify ways in which the local environment provides employment for the community.

**Unit 1: Why Am I Me? (continued)**  
**Learning Outcomes**

**Section 3**

- 8. Distinguish circumstantial from personal qualities in an individual;
- 9. Define identity as what individuals think of themselves, the relationships they share with others, and their relationship with their environment.

**Section 4:**

- 10. Answer the unit question: “Why am I me?”;
- 11. Recognize that people want to share their identities with others and can choose how to do so.

**Unit 2: Do I Know You?**

NCSS Strands Addressed: Interaction and Interdependence, Culture, Individual Responsibility

In unit 2, students will examine aspects of social interaction in their own lives at the individual, local and national levels. They will extend their analysis by examining social interaction in different world cultures to understand the characteristics that human beings share. Students conclude the unit by evaluating the challenges and benefits of cultural interaction.

In unit 2, students will understand that:

1. We interact with one another because we are interdependent.
2. Cultures share common characteristics.

In unit 2, students will be able to:

<b>Unit 2: Do I Know You? Learning Outcomes</b>
<b>Section 1:</b> 1. Describe the ways in which they interact with members of their families, towns and country; 2. Identify the ways in which communal living makes life easier; 3. Define “culture” as groups of people that are similar to each other in some way; 4. Identify family, community, and country as examples of cultures to which everyone belongs.



<b>Unit 2: Do I Know You? (continued) Learning Outcomes</b>
<b>Section 2:</b> 5. Describe the ways in which people depend upon one another in families, towns and countries (e.g., family members help each other in different ways, town residents pay taxes and towns provide services to residents); 6. Identify and compare activities for which people from cultures around the world are responsible at the family, local, national, and international levels, and evaluate the relative importance of each; 7. Compare and contrast characteristics of families, towns, and countries around the world.

**Unit 2: Do I Know You? (continued)**  
**Learning Outcomes**

**Section 3:**

- 8. Describe the benefits of connecting to different cultures;
- 9. Describe factors that can make cultural interaction difficult (e.g., language, geography, strict governments).

**Unit 2: Do I Know You? (continued)**  
**Learning Outcomes**

**Section 4:**

- 10. Answer the unit question: “Do I know you?”

### **Unit 3: Who's the Boss?**

NCSS Strands Addressed: Organization, Authority, Individual Responsibility

In unit 3, students will evaluate the structure and purpose of organization within the local, national and international spheres. They will analyze the responsibilities of both informal and institutionalized authority and leadership.

In unit 3, students will understand that:

1. Organizations require authority, leadership and responsibility to establish purposes and accomplish goals.
2. Individuals have certain responsibilities to each organization of which they are a member.

In unit 3, students will be able to:

<b>Unit 3: Who's the Boss? Learning Outcomes</b>
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<b>Section 1:</b>
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| <ol style="list-style-type: none"><li>1. Recognize that humans organize to accomplish things together that would be difficult or impossible to accomplish on their own;</li><li>2. Define an organization as a group of individuals with a defined purpose;</li><li>3. Explain the difference between a goal and a purpose;</li><li>4. Compare the structure of local, national, and international organizations based upon their stated purpose.</li></ol> |
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<b>Unit 3: Who's the Boss? (continued) Learning Outcomes</b>
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<b>Section 2:</b>
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| <ol style="list-style-type: none"><li>5. Define a responsibility as something that must be done;</li><li>6. Compare the responsibilities of members of different organizations;</li><li>7. Explain that the official purpose of local, state, and federal laws is to promote the welfare.</li></ol> |
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**Unit 3: Who's the Boss? (continued)**  
**Learning Outcomes**

**Section 3:**

- 8. Compare different types of authority and classify them as informal or institutionalized;
- 9. Explain the responsibilities of an authority figure;
- 10. Explain the characteristics a person should have to be entrusted with authority;
- 11. Explain how people are entrusted with authority in their town and country;
- 12. Explain how people entrusted with authority can lose this trust.

**Unit 3: Who's the Boss? (continued)**  
**Learning Outcomes**

**Section 4:**

- 13. Identify and compare their own responsibilities to those of contemporary and historical authority structures (?) and figures;
- 14. Explain that at the local, state and federal levels, those who don't agree with laws can become actively involved in changing them.

**Unit 3: Who's the Boss? (continued) Learning Outcomes**

**Section 5:**

- 15. Answer the unit question: "Who's the boss?"

**Unit 4: What’s In It for Me?**

NCSS Strands Addressed: Interaction and Interdependence, Economics, Technology

Students begin unit 4 by evaluating the needs of different individuals and communities in order to survive and thrive, and the ways in which people create tools (technology) to help them meet these needs. Students will determine how the interchange of goods and services between individuals and communities furthers the ability of each to meet identified needs. Finally, they will analyze the ways in which individual and communal decision making affects economic stability.

In unit 4, students will understand that:

1. Individuals and communities have needs, and they use and develop various resources and strategies to meet these needs.
2. Economic systems and technological tools serve to meet individual and communal needs.

In unit 4, students will be able to:

<b>Unit 4: What’s In It For Me? Learning Outcomes</b>
<b>Section 1:</b> 1. Identify individuals’ daily necessities to survive and thrive; 2. Explain that tools are created by humans to make their lives easier and give examples of how technology makes peoples’ lives easier; 3. Correlate technological advancement and local environmental conditions and resources.

<b>Unit 4: What’s In It For Me? (continued) Learning Outcomes</b>
<b>Section 2:</b> 4. Identify what the community requires to survive and thrive; 5. Explain that a specialized system (e.g., town, country) requires some type of redistribution to remain operational; 6. Identify the services that towns and countries often provide for all their members.

**Unit 4: What's In It For Me? (continued)**  
**Learning Outcomes**

**Section 3:**

- 7. Explain the difference between ownership and possession;
- 8. Identify examples of individual/family, town and country possessions and identify their owners;
- 9. Explain the concept of trading goods and services;
- 10. Describe the reasons towns and countries benefit financially from interaction.

**Unit 4: What's In It For Me? (continued)**  
**Learning Outcomes**

**Section 4**

- 11. Explain how individuals can earn, save, and use money, and that those who understand finance can make better economic decisions.
- 12. Explain what factors are considered when making economic decisions within their own family, town and country.

**Unit 4: What's In It For Me? (continued)**  
**Learning Outcomes**

**Section 5:**

- 13. Answer the unit question: "What's in it for me?"

## **Unit 5: Where Have I Heard That Before?**

NCSS Strands Addressed: Past

In unit 5, students will hone their skills as social scientists to better understand and appreciate contemporary issues and their culturally diverse context. They will look to the past to analyze how people and events in various regions of the world have confronted many of the challenges that the modern world now faces.

In unit 5, students will understand that:

1. Circumstances of place and time influence the development of a culture.
2. The modern world experiences many of the circumstances and challenges encountered by past civilizations.

In unit 5, students will be able to:

<b>Unit 5: Where Have I Heard That Before? Learning Outcomes</b>
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<b>Section 1:</b>
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| <ol style="list-style-type: none"><li>1. Analyze the reasons we find some cultures to appear “strange”;</li><li>2. Explain and analyze how they react and what questions they have when they meet people who may not share the same cultural background.</li></ol> |
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<b>Unit 5: Where Have I Heard That Before? (continued) Learning Outcomes</b>
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<b>Section 2:</b>
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| <ol style="list-style-type: none"><li>3. Analyze the reasons that we accept certain ideas and reject others;</li><li>4. Analyze the reasons that we find certain historical figures to be memorable and important;</li><li>5. Analyze the reasons that people discuss certain events and forget others;</li><li>6. Describe examples of ways in which people record details about their lives.</li></ol> |
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**Unit 5: Where Have I Heard That Before? (continued)**  
**Learning Outcomes**

**Section 3:**

7. Explain and compare how information is considered and used at the family, town and federal levels.

**Unit 5: Where Have I Heard That Before? (continued)**  
**Learning Outcomes**

**Section 4:**

8. Answer the question of the unit: “Where have I heard that before?”

**Unit 6: The Question of the Year: Where Do I Go?**

NCSS Strands Addressed: Identity Development, Past, Culture, Environment, Technology, Economics, Organization, Authority, Interaction and Interdependence, Individual Responsibility

In unit 6, students will synthesize the social science thinking and understanding cultivated in the previous five units. They will consider what they have come to understand about themselves, the world and their role in it. They will draw on specific examples from their yearlong inquiry to identify the challenges and achievements of people as individuals, as community members and as nations in the far reaches of the world and in the near and distant past.

In unit 6, students will understand that:

1. The social sciences provide a tool and lens with which to understand themselves, the world and their role in it.
2. Individuals, communities and peoples across time and space are more alike than different.

In unit 6, students will be able to:

**Unit 6: The Question of the Year: Where Do I Go?  
Learning Outcomes**

**Section 1:**

1. Recognize that they are guided by:

- An understanding of self;
- An understanding of other people;
- An understanding of how the world is set up;
- An understanding what people need and how they meet these needs;
- An understanding of what has already been accomplished (i.e., the past, an emerging sense of historicity).

**Unit 6: The Question of the Year: Where Do I Go? (continued)  
Learning Outcomes**

**Section 2:**

2. Answer the question of the year: “Where do I go?”

#### **IV. INSTRUCTIONAL TECHNIQUES**

Social studies education relies on a variety of instructional techniques to meet the continuum of learners' interests, learning profiles and readiness levels. Differentiation is the commitment and mechanism through which the developmental needs of a range of readiness levels are met. Differentiated instruction is accomplished through pre-assessment and ongoing formative assessment. Differentiation in content, product and/or process addresses the needs of exceptionally able students, and scaffolding of varying degree is provided to support less ready students in meeting worthy and appropriately rigorous learning outcomes. Instructional objectives, strategies and materials emphasize relevance, authenticity, and student-centered learning.

Instructional techniques in social studies education include the following:

- Components of the Teachers College workshop model; i.e., mini-lesson (connection, teaching point, modeling, active student engagement, link to independent work), independent work (including the mid-workshop interruption), small group strategy lesson, individual conference
- Teacher modeling/thinking aloud (i.e., reading, problem solving) with accountable talk (i.e., “turn and talk”, “stop and jot”)
- Whole class discussion with accountable talk (i.e., “turn and talk”, “stop and jot”)
- Independent reading and problem solving with accountable response (i.e., “turn and talk”, “stop and jot”), including research
- Independent writing, including research
- Mid-workshop interruption
- Small group strategy lesson (i.e., problem solving, enrichment)
- Individual conference (i.e., problem solving, enrichment)
- Partnership talk
- Reading of short text and open-ended reader's response (“quick read”)
- Open-ended written prompt response (“quick write”)
- Direct instruction and modeling/thinking aloud of social studies skills: locate appropriate media; evaluate validity of sources; identify point of view and bias; distinguish between primary and secondary sources; formulate appropriate research questions; write clearly; interpret graphical data; “sift” through data for relevancy within a single source; sort and group data from multiple sources; sequence events (developing historicity); locate places; define relevant terminology

- Direct instruction and modeling/thinking aloud of applications of social studies skills: Identify appropriate skills to employ to solve a given problem; employ logical rules to formulate and prove arguments; identify fundamental principles and/or characteristics of a concept; generalize based upon characteristics; decide on the basis of principles; infer deductively and inductively based on a data set; compare philosophical, thematic, topical, categorical, and statistical similarities; contrast philosophical, thematic, topical, categorical, and statistical differences; incorporate understanding of bias/point of view in data analysis; engage constructive (“accountable”) discussion; implement principles of design effectively; utilize oral and written persuasive techniques

## V. ASSESSMENT

Assessment in social studies instruction includes **interim/formative assessment, including performance assessment:**

- Pre-assessment of unit learning outcomes
- Periodic teacher-student conferences to assess development of unit skills (performance assessment of social studies skills, applications of social studies skills and problem-solving skills)
- Teachers’ observation of students’ independent reading, including research; i.e., stamina for focused reading, decoding and comprehension problem-solving skills, locate appropriate media, evaluate validity of sources, identify point of view and bias, distinguish between primary and secondary sources, interpret graphical data, “sift” through data for relevancy within a single source, sort and group data from multiple sources, sequence events (developing historicity), define relevant terminology
- Teachers’ observation of students’ independent writing, including research; i.e., stamina for focused writing, encoding, content problem-solving skills, independent application of writing strategies, clear writing, utilize written persuasive techniques
- Teachers’ observation of students’ independent problem solving, including research; i.e., locate appropriate media; evaluate validity of sources; identify point of view and bias; formulate appropriate research questions; identify appropriate skills to employ to solve a given problem; employ logical rules to formulate and prove arguments; identify

fundamental principles and/or characteristics of a concept; generalize based upon characteristics; decide on the basis of principles; infer deductively and inductively based on a data set; compare philosophical, thematic, topical, categorical, and statistical similarities; contrast philosophical, thematic, topical, categorical, and statistical differences; incorporate understanding of bias/point of view in data analysis; engage constructive (“accountable”) discussion; implement principles of design effectively

- Teachers’ observation of students’ partnership talk (i.e., accountable talk)
- Periodic completion and review of timed NJASK-type reading prompts and tasks (“quick read”) as per units of study
- Periodic completion and review of timed NJASK-type writing prompts and tasks (“quick write”) as per units of study
- Draft of written response to unit questions
- Students’ use of the New Jersey Registered Holistic Scoring Rubric to self-assess content and organization, usage, sentence construction and mechanics in written responses

Assessment in social studies instruction includes **summative assessment, including performance assessment:**

- End-of-section document-based question in which students demonstrate integrated application of social studies skills
- End-of-unit performance assessments in which students demonstrate integrated use of the social science skills taught in the unit
- End-of-unit reflective essay in which students demonstrate integrated application of the social studies skills developed in the unit
- Written response to the question of the year (Unit 6)