

Mendham Borough Public Schools  
Mendham, New Jersey

*Curriculum and Instruction*

Course of Study

**Social Studies: Grade 6**

**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

In E.B. White's Charlotte's Web, Wilbur, a little pig, is befriended by a large gray spider named Charlotte. After their very first meeting, he thinks about their differences and muses that friendship is indeed a gamble. Inspired by the characters in Charlotte's Web, sixth grade social studies learners will discover the complex ways in which societies, nations and civilizations evolve, expand and interact. In order to accomplish this, they will examine how different cultures develop in various conditions and circumstances as they strive to meet their collective needs. By analyzing the decisions and actions of people and peoples across time and place, they will evaluate the risks and rewards attached to interaction.

## **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 sixth 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 sixth 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

Use network resources for storing and retrieving data

Use 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, publishing software, presentation software, electronic graphic organizer): Illustration of similarities and differences among people's specific needs; illustration of factors attached to societal complexity and population growth; illustration of the traits required of individuals identified as authority figures in various cultures; illustration of the sequential development of law from egalitarian tradition to codified behavioral restriction; illustration of relative success of European nations in their 16<sup>th</sup>-20<sup>th</sup> century attempts to colonize the world

### **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

Use computer applications to modify information independently and/or collaboratively to solve problems

Integrated learning activities: Samples of learning activities accomplished with technology resources (e.g., Internet resources, word processing software, presentation software, electronic graphic organizer): Research regarding sedentary and nomadic cultures' specific needs; analysis of factors attached to societal complexity and population growth; investigation of myths and artwork from various cultures relative to the traits of authority figures; investigation of the development of law from egalitarian tradition to codified behavioral restriction; analysis of relative success of European nations in their 16<sup>th</sup>-20<sup>th</sup> century attempts to colonize the world

## **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: Comparison of specific regional environments relative to variables affecting population growth and societal complexity (e.g., technological resources and infrastructures); identification of technology and the benefits it yields; connection between the introduction of new technology and the culture's socio-political response; analysis of the merits of specific technological advances and of technological development in general; mutual relationship between technology and economic development

### **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: simulation of the social scientist’s work (e.g., study of cultures across time and place; application of reasoning techniques and methods); investigation of flora and fauna relative to technology development; survey of various organizations and the cultural needs satisfied; analysis of organizational structures and leadership roles; simulation of an economist’s analysis; study of occupations and careers within the context of social structure

### **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); completion of results-oriented simulation regarding human needs; completion of unit performance assessments; analysis of factors contributing to an organization’s degree of success or failure, and suggested interventions to promote organizational success; analysis of traits required of an authority figure

**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 solve problems  
Practice goal setting and decision making in areas relative to life skills  
Demonstrate responsibility for personal actions and contributions to group activities  
Develop and implement a personal growth plan that includes short-term goals  
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  
List problems and their causes, effects and solutions

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); completion of open-ended problem-solving tasks; application of inductive reasoning to predict regional cultural attributes; completion of results-oriented simulation regarding human needs; study of various leadership paths;

**Science:** Investigation of flora and fauna relative to technology development; study of the effect of climate and physical environment relative to socio-agricultural development; study of astronomy relative to agriculture (i.e., predicting seasons) and religion

**Language Arts Literacy:** Written activities in each unit (i.e., lists, graphic organizers; multi-paragraph reflective essays; lab report); speaking and listening activities in each unit (i.e., whole-class discussion, partner and cooperative group discussion, performance assessments); reading activities in each unit [e.g., performance assessments, analysis of case study materials]; strategies for reading expository text (e.g., text structure)

**Visual and Performing Arts:** Graphic representations of content concepts, knowledge and skills in each unit (e.g., graphic organizer of an organization’s fundamental characteristics; enactment of “Judge Judy” courtroom drama to simulate legal dilemmas within various cultural contexts; development of TV/computer advertisement to convince a nation that a relationship with another nation is in its best interests)

**Mathematics:** Application of mathematics skills in the study of economics (e.g., correlation); mental math (e.g., number of years between two events)

**World Language:** Investigation of technology development relative to culture; analysis of the merits of technological advances within a specific cultural context; analysis of myths and artwork from various cultures to infer the traits required of individuals identified as authority figures; study of how a given leader’s path to power reflects the cultural context; analysis of a civilization based on its legal code

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

**Unit 1:** How Did We End Up on a Farm?

**Unit 2:** What Do I Do if I Can’t Spin a Web?

**Unit 3:** Who Rules the Roost?

**Unit 4:** How Can I Help You Help Me?

**Unit 5:** How is Friendship a Gamble?

**Unit 1: How Did We End Up on a Farm?**

NCSS Strands Addressed: Environment and Culture



In unit 1, learners will summarize the connections between environmental conditions and cultural development; categorize the challenges and benefits of communal living; analyze the fundamental need for and result of cultural interaction; and evaluate the effect of environment on cultural development, using multiple examples of individual and collective behavior across time and place.

In unit 1, students will understand that:

1. People interact with their environments to meet needs.
2. Culture connects its members in important ways; much of human diversity is reflected in cultural differences.

In unit 1, students will be able to:

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| <p><b>Unit 1: How Did We End Up on a Farm?<br/>Learning Outcomes</b></p>   |
| <p><b>Section 1: <i>Communal Living</i></b></p> <ol style="list-style-type: none"> <li>1. Identify that all people share a common set of needs, based on local conditions;</li> <li>2. Define “culture” based on common lifestyle characteristics;</li> <li>3. Identify that cultures develop diverse systems to meet common needs.</li> <li>4. Identify the practical benefits of the civilized lifestyle; e.g., food production, population, creative endeavors, military might that have allowed it to spread so aggressively in so short a span of time;</li> <li>5. Recognize the ways in which communal living facilitated stability, predictability and environmental control, and required adherence to social norms;</li> <li>6. Recognize collective identities and the conflicts that can arise among them;</li> <li>7. Evaluate examples of individuals or groups pursuing that which was unknown and how they overcame barriers and concerns (units 1-4);</li> <li>8. Evaluate the variables that individuals consider to make decisions (units 1-4);</li> <li>9. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);</li> <li>10. Analyze the degree of similarity that exists between people who occupy certain cultural roles (units 1-4);</li> <li>11. Evaluate primary source materials in the context of the author and the circumstances of authorship (units 1-4).</li> </ol> |
| <p><b>Unit 1: How Did We End Up on a Farm? (continued)<br/>Learning Outcomes</b></p>   |
| <p><b>Section 2: <i>Environmental Manipulation</i></b></p>   |

1. Evaluate characteristics of, and similarities between, global regions to define “environment”;
2. Identify geographical characteristics of various global regions and the ways in which humans manipulate them;
3. Identify ways in which cultures adapt to their environments;
4. Explain that while all societies share some common needs, geographical position and societal complexity dictate additional, unique needs;
5. Compare and contrast global regions to determine how environmental differences affected societal development;
6. Recognize that environmental carrying capacity determines population size and the level of organization required to succeed as a society;
7. Evaluate the ways in which new ideas can be introduced to an individual or group and the ways in which individuals and groups might respond (units 1-4);
8. Evaluate examples of individuals or groups pursuing that which was unknown and how they overcame barriers and concerns (units 1-4);
9. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (1-4).

### **Unit 1: How Did We End Up on a Farm? (continued)**

#### **Learning Outcomes**

#### **Section 3: *Cultural Development***

1. Identify the ways in which external factors and internal factors (e.g., drought, famine, disease/poverty, conflict, interaction with other cultures) affect cultural development;
2. Analyze a list of common characteristics to determine why cultural systems differ;
3. Identify climate and geographical position as significant factors in cultural interaction;
4. Evaluate examples of individuals or groups pursuing that which was unknown and how they overcame barriers and concerns (units 1-4);
5. Evaluate the variables that individuals consider to make decisions (units 1-4);
6. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
7. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);
8. Analyze the degree of similarity that exists between people who occupy certain cultural roles (units 1-4);
9. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4);
10. Compare and evaluate the motivations of historical figures (units 1-4);
11. Compare and analyze the degree to which cultures differ (units 1-4).

### **Unit 1: How Did We End Up on a Farm? (continued)**

#### **Learning Outcomes**

**Section 4:**

1. Answer the unit question: “How did we end up on a farm?”

**Unit 2: What If I Can’t Spin a Web?**

NCSS Strands Addressed: Technology

In unit 2, learners will summarize the ways in which technological advancement is connected to both needs and resources; analyze the role of technological advancement in a society’s development; and evaluate the ways in which technological advancement can provoke complex ethical questions.

In unit 2, students will understand that:

1. Technology reflects people’s interactions with the environment to meet needs and solve problems.
2. Technology use and innovation affects cross-cultural interaction and connection.

In unit 2, students will be able to:

**Unit 2: What If I Can’t Spin a Web?  
Learning Outcomes**

**Section 1: *Technology Within Culture***

1. Define “technology” as a manipulation of environmental resources in order to overcome a problem.
2. Identify that environmental factors determine the ability of certain cultures to develop technology more rapidly than others;
3. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4);
4. Evaluate the variables that individuals consider to make decisions (units 1-4);
5. Evaluate examples of individuals or groups pursuing that which was unknown and how they overcame barriers and concerns (1-4);
6. Compare and evaluate the motivations of historical figures (1-4).

**Unit 2: What If I Can’t Spin a Web? (continued)  
Learning Outcomes**

**Section 2: *Technology Between Cultures***

1. Evaluate the ways in which new ideas can be introduced to an individual or group and the ways in which individuals and groups might respond (units 1-4);
2. Evaluate the ways in which different societies have responded to technological advancements introduced by outsiders;
3. Evaluate the degree to which access to more advanced technology enables a society to better pursue intellectual endeavors;
4. Compare and evaluate the motivations of historical figures (units 1-4);
5. Compare and analyze the degree to which cultures differ (units 1-4);
6. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4).

**Unit 2: What If I Can't Spin a Web? (continued)**  
**Learning Outcomes**

**Section 3: *Ethics of Technology***

1. Evaluate the degree to which specific examples of technological advancements have been used in both positive and negative ways;
2. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
3. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4).

**Unit 2: What If I Can't Spin a Web? (continued)**  
**Learning Outcomes**

**Section 4:**

1. Answer the unit question: "What if I can't spin a web?"

**Unit 3: Who Rules the Roost?**

NCSS Strands addressed: Organization and Authority

In unit 3, learners will summarize the role of different organizations within society; analyze the nature of authority; evaluate the distinct traits attached to institutionalized authority; examine the creation and application of legal concepts; and identify the ethical challenges inherent in authority of any kind.

In unit 3, students will understand that:

1. People organize to accomplish valued purposes.
2. Power, consent and legitimacy affect the exercise and outcomes of authority.

In unit 3, students will be able to:

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| <b>Unit 3: Who Rules the Roost? (continued)</b><br><b>Learning Outcomes</b> |
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| <b>Section 2: Authority</b> |
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| <ol style="list-style-type: none"><li>1. Define “power” as social, political or economic control by an individual or group over another individual or group;</li><li>2. Define “consent” as agreement and acceptance of all that comes with that agreement;</li><li>3. Define “legitimacy” as a claim supported by a culturally accepted method of justification (e.g., law);</li><li>4. Define “authority” as a person or group that wields legitimate power;</li><li>5. Compare and contrast different groups or individuals who have possessed authority;</li><li>6. Compare the different ways in which individuals or groups have been granted authority and the cultural implications of each source of authority;</li><li>7. Evaluate the different conflicts and challenges that individuals and groups in authority can face; e.g., philosophical disagreement, power struggles, personal weakness;</li><li>8. Evaluate what it means to be an effective leader by establishing a set of standards as a relationship between personal traits and circumstances;</li><li>9. Evaluate the ways in which different cultures have accepted different types of authority; e.g., instances in which religious leaders supersede political leaders;</li></ol> |
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| <b>Unit 3: Who Rules the Roost? (continued)</b> |
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### **Learning Outcomes**

#### **Section 2 (continued)**

10. Compare different views of gender roles in society and assess if those views dictate the opportunities to achieve positions of authority;
11. Compare and evaluate the motivations of historical figures (units 1-4);
12. Compare and analyze the degree to which cultures differ (units 1-4);
13. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
14. Analyze the degree of similarity that exists among people who occupy certain cultural roles (units 1-4);
15. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);
16. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4).

### **Unit 3: Who Rules the Roost? (continued)**

#### **Learning Outcomes**

#### **Section 3: *Institutionalized Authority***

1. Determine the point at which institutionalized authority becomes necessary and the different roles and influence that each type of institutionalized authority plays in society;
2. Apply the structural nature of an organization to the purpose of institutionalized authority;
3. Compare the ways in which the responsibilities of leaders have been determined;
4. Compare the actions and attitudes of followers to their respective (leaders') institutionalized authority's expectations of compliance;
5. Evaluate the different ways in which individuals and groups in authority have maintained their position; e.g., military, political, economic, and social alliances;
6. Evaluate the stability of institutionalized authority relative to the level of technological advancement of the society it leads;
7. Compare and contrast the relative stability of individuals and groups who hold authority with and without consent;
8. Compare and contrast the effect on society of a challenge to authority; e.g., armed conflict, economic instability, cultural fragmentation;
9. Evaluate the ways in which new ideas can be introduced to an individual or group and the ways in which individuals and groups might respond (units 1-4);

### **Unit 3: Who Rules the Roost? (continued)**

**Learning Outcomes**

**Section 3 (continued)**

10. Evaluate the variables that individuals consider to make decisions (units 1-4);
11. Compare and evaluate the motivations of historical figures (units 1-4);
12. Compare and analyze the degree to which cultures differ (units 1-4);
13. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
14. Analyze the degree of similarity that exists among people who occupy certain cultural roles (units 1-4);
15. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);
16. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4).

**Unit 3: Who Rules the Roost? (continued)**

**Learning Outcomes**

**Section 4 (continued)**

12. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
13. Analyze the degree of similarity that exists among people who occupy certain cultural roles (units 1-4);
14. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);
15. Evaluate primary source materials in the context of the author and the circumstances of authorship (units 1-4).

**Unit 3: Who Rules the Roost? (continued)**

**Learning Outcomes**

**Section 5:** *Ethics and Authority*

1. Evaluate the various positive and negative ways in which individuals and groups have exercised their authority;
2. Compare ways in which individuals and groups have attempted to initiate cultural change;
3. Evaluate the actions of people and authorities by examining instances of conflict between responsibility and self-interest, and between competing responsibilities (units 3-4);
4. Compare and evaluate the motivations of historical figures (units 1-4);
5. Compare and analyze the degree to which cultures differ (units 1-4);
6. Compare and evaluate lives and cultures of the past to one another and to those of today in order to determine fundamental human behaviors (units 1-4);
7. Analyze the degree of similarity that exists among people who occupy certain cultural roles (units 1-4);
8. Analyze what individuals and cultures can deduce from the behavior of people in a given circumstance (units 1-4);
9. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4).

**Unit 3: Who Rules the Roost? (continued)**  
**Learning Outcomes**

**Section 6:**

1. Answer the unit question: “Who rules the roost?”



**Unit 4: How Can I Help You Help Me?**

NCSS Strands addressed: Economics; Interaction and Interdependence

In unit 4, learners will summarize basic economic principles; analyze the ways in which economics affects multiple aspects of social development; evaluate the nature of the risks and benefits of cultural interaction; and assess the factors that contribute to intercultural policy/decision-making and the underlying global implications of the policies that nations pursue.

In unit 4, students will understand that:

1. A culture's economy is developed to meet its needs.
2. Economic interdependence affects cross-cultural and international interaction.

In unit 4, students will be able to:

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| <b>Unit 4: How Can I Help You Help Me?</b><br><b>Learning Outcomes</b> |
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| <b>Section 1: <i>Economic Interaction within a Society</i></b> |
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| <ol style="list-style-type: none"><li>1. Define “ownership” based upon the standards of a variety of societies;</li><li>2. Explain that societies set standards by which ownership can be determined;</li><li>3. Define “economics” as systems that cultures have developed over time to meet their needs;</li><li>4. Recognize that economic systems are tied to environmental conditions, technological capability, and societal complexity;</li><li>5. Identify ways in which cultures make use of environmental resources to advance economic stability;</li></ol> |
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**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 1 (continued):**

6. Explain that all sedentary societies exchange some level of autonomy in order to establish and maintain a structured economic system that they believe will better consistently provide for their needs;
7. Analyze the ways in which societies have instituted official or semi-official social structures that defined individual economic status as a means to maintain order;
8. Explain that monetary systems replaced direct trade as societies became more populated and complex;
9. Define “country” as an idea of collective common identity based on politics recognized both by those within the group as well as those outside the group as having rightful self-determination;
10. Evaluate different economic systems and the resulting effect on different member groups within and outside of the society;

**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 2: *Wealth and Society***

1. Define “wealth” as the ease with which an individual or group is able to meet wants and needs;
2. Compare ways in which societies value wealth;
3. Compare the environment, population density, and social structures of societies and their relative wealth;
4. Compare ways in which wealth has been amassed and maintained over time (e.g., conquest, use of natural resources, labor, political and trade alliances);
5. Explain how institutions use funding and investment as a means of eventual gain;
6. Compare the roles of wealthy and poor groups within societies;
7. Compare ways in which portions of populations were unable to become wealthy;
8. Compare the societal treatment of rich and poor;
9. Evaluate the variables that individuals consider to make decisions (units 1-4);
10. Compare and evaluate the motivations of historical figures (units 1-4);
11. Evaluate the actions of people and authorities by examining instances of conflict between responsibility and self-interest, and between competing responsibilities (units 3-4);
12. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4).

**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 3: *Economics and Interaction Between Societies***

1. Define “cultural diffusion” as the spread of cultural traits from one group to another via connections among cultures;
2. Describe the ways in which different cultures have come to interact;
3. Evaluate the effect of certain barriers (e.g., politics, geography, cultural mores) on the interactions among cultures;
4. Evaluate the ways in which different cultures have attempted to overcome these barriers;
5. Evaluate examples of individuals or groups pursuing that which was unknown and how they overcame barriers and concerns (units 1-4);
6. Evaluate resources and innovation as advantages and disadvantages in the process of interaction;
7. Evaluate the motives of various organizations as impetus for interaction (e.g., religious crusades/freedom, intellectual curiosity);
8. Evaluate the role of economics as impetus for interaction;

**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 3 (continued):**

9. Evaluate the role that the environment has played in the connectedness of some societies and the isolation of others, and describe the ways in which the development of each culture was affected;
10. Explain that socio-political decision making can affect economic stability;
11. Define “interdependence” as the ongoing connections that become indispensable to a society’s stability;
12. Evaluate specific interactions in terms of the degree to which different cultures have become interdependent;
13. Evaluate how the decisions of authorities affected the interaction of cultures;
14. Explain the ways in which different cultures have benefited and how they have lost as a result of remaining isolated from other cultures;
15. Explain the ways in which different cultures have benefited and how they have lost as a result of different interactions;
16. Analyze cultural factors that contribute to the acceptance of, and conflict with, people outside of the culture;
17. Evaluate the actions of people and authorities by examining instances of conflict between responsibility and self-interest, and between competing responsibilities (units 3-4);
18. Examine the ways in which certain cultures were changed as a result of interaction;

**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 3 (continued):**

19. Evaluate the ways in which new ideas can be introduced to an individual or group and the ways in which individuals and groups might respond (units 1-4);
20. Compare and analyze the degree to which cultures differ (units 1-4);
21. Compare and evaluate the motivations of historical figures (units 1-4);
22. Evaluate primary source materials in the context of the author and circumstances of authorship (units 1-4).

**Unit 4: How Can I Help You Help Me? (continued)**  
**Learning Outcomes**

**Section 4:**

1. Answer the unit question: “How can I help you help me?”

**Unit 5: How is Friendship a Gamble?**

NCSS Strands Addressed: Culture; Past; Environment; Identity development; Organization; Authority; Economics; Technology; Interaction and interdependence; Individual responsibility

In unit 5, learners will consider units 1-4 as they reflect upon what they have come to understand about the gamble of interaction with other people and cultures. They will use specific examples from their year-long investigation across time and geographical location to identify the benefits and dangers/potential losses of interaction among people who represent varying social and cultural perspectives.

In unit 5, students will understand that:

1. Interaction and interdependence bring benefits and risks for all parties involved.
2. Competing needs and wants are usually compromised to preserve stable systems of interaction and interdependence.

In unit 5, students will be able to:

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| <b>Unit 5: How is Friendship a Gamble?<br/>Learning Outcomes</b> |
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| <b>Section 1:</b> |
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| Learners will understand that interaction can be risky because: |
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| <ol style="list-style-type: none"><li>1. We can learn from others, but our own values and beliefs could be threatened.</li><li>2. We can benefit from sharing advances, but cannot always limit how they are used.</li><li>3. We can achieve greater stability, but might also face loss of self-determination.</li><li>4. We can attain greater wealth, but risk becoming dependent upon people and conditions that we cannot always control.</li></ol> |
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| <b>Unit 5: How is Friendship a Gamble? (continued)<br/>Learning Outcomes</b> |
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| <b>Section 2:</b> |
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| <ol style="list-style-type: none"><li>1. Answer the question of the year: “How is friendship a gamble?”</li></ol> |
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#### **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”)
- Simulations
- 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 5)