

Mendham Borough Public Schools
Mendham, New Jersey

Curriculum and Instruction

Course of Study

Social Studies: Grade 7

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 Antoine de Saint Exupéry's The Little Prince, a curious celestial traveller encounters extreme characters on each stepping stone planet he visits in a search for answers to his many questions about how "grown-ups" think. On this journey, the Little Prince insists upon answers, always letting himself be led to the next question about what in life is most important. In seventh grade, learners will also journey through the complexities of understanding the human experience, from the nuance of personal identity and human interactions to the far-reaching challenge of international economics, and from the rights and responsibilities of both the leaders and the led to the ethical questions surrounding human manipulation of the environment. They will consider the extent and depth of human interaction across geographical and chronological barriers. Students will reflect upon and evaluate the uniquely human pursuit of understanding.

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 seventh 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 21st 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 basic computer skills through integrated learning activities 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

Design and produce a basic multimedia project

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): Self-definition according to belief system; presentation of biographical study of historical figures whose distinct beliefs provoked intrapersonal, interpersonal or group conflict; speculation regarding alternative decisions/courses of action in the Great Depression; illustration of a continuum of globalization

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

Students apply productivity tools through integrated learning activities 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

Determine when technology tools are appropriate to solve a problem and make a decision

Integrated learning activities: Samples of learning activities accomplished with technology resources (e.g., Internet resources, word processing software, presentation software, electronic graphic organizer): Investigation of how historical and contemporary figures have maintained or changed their belief systems in response to difficult circumstances ; biographical study of historical figures whose distinct beliefs provoked intrapersonal, interpersonal or group conflict; investigation of causes and courses of action in the Great Depression; analysis of genre materials (e.g., Congressional speech, Cold War propaganda)

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 causes of the Great Depression and speculation regarding alternative courses of action (i.e., hindsight effect of knowledge on the era); analysis of multimedia's effect in given historical circumstances (e.g., Congressional speeches, Cold War propaganda); analysis of impact of technological development on the belief systems of hunter/gatherers and early civilizations; general study of technology and society

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 and abilities

Distinguish between job and occupation/career

Identify potential paths for a given occupation or career

Apply research skills to career exploration

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); biographical study of historical figures whose distinct beliefs provoked intrapersonal, interpersonal or group conflict; simulation of an economist’s analysis; survey of the purpose, authority and activities of various organizations; study of credit, interest and banking

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

Compare and contrast possible career choices based on perceived strengths, goals and interests

Identify and develop skills that are transferable from one occupation to another

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 complex economic game simulation; completion of unit performance assessments; analysis of responsibilities of leadership and followership

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
Describe how personal beliefs and attitudes affect decision making
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
Describe and demonstrate character traits, social skills and positive attitudes
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 unit performance assessments; survey of timeless individual priorities (e.g., family, comfort, safety, religion); complex economic game simulation; use of historical reference and inductive reasoning to evaluate complex global ownership dilemmas; analysis of Rousseau's social contract; correlation of specific characteristics and behaviors of leaders and their acceptance by followers

Science: Assessment of the "heroic theory of invention" (e.g., steam engine); general study of technology and society

Language Arts Literacy: Read aloud and discussion of The Little Prince as point of departure for inquiry; written activities in each unit (i.e., lists, graphic organizers; multi-paragraph reflective essays; multi-paragraph expository writing; business letter; editorial); speaking and listening activities in each unit (i.e., whole-class discussion, partner and cooperative group discussion, performance assessments, simulations); reading activities in each unit [e.g., performance assessments, analysis of primary source materials; historical scenarios]; determination of how to interact with an individual according to his or her societal role (i.e., language register); genre study (e.g., Congressional speech, Cold War propaganda, biography); 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., self-definition according to belief system; ideal home, town, society); enactment of historical persona responding to current events; enactment of civil suit trial; complex economic game simulation; simulation to illustrate the transition from barter to money systems

Mathematics: Graphing (e.g., population growth); study of credit, interest and banking; mental math (e.g., number of years between two events)

World Language: Self-reflection regarding perceptions of various cultural groups; analysis of Rousseau's social contract within various cultural contexts; inductive determination of various societies' ideals; analysis of the origins of spiritual taboos/social mores in various belief systems; analysis of societal and cultural factors that affect acceptance of a new technology

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

Unit 1: "What is the Price of Friendship?"

Unit 2: "What Good Does it Do You to Be Rich?"

Unit 3: "What is Reasonable to Ask of Others?"

Unit 4: "How Much Time is a Drink of Water Worth?"

Unit 5: "What Are We Looking For?"

Unit 6: "What Does It Mean to Understand?"

Unit 1: What is the Price of Friendship?

NCSS Strands Addressed: Identity Development, Culture

In chapter 21, the Little Prince befriends a wild fox, who tells him that in today's fast-paced world, "[m]en have no more time to understand anything. They buy things all ready made at the shops. But there is no shop anywhere where one can buy friendship, and so men have no friends any more." In unit 1, learners will explore this controversial statement and recognize that though identity is visually represented by material goods, the impetus behind those representations and the drive to express them are fundamentally rooted in personal and cultural beliefs. After defining themselves and historical figures based on these beliefs, learners will evaluate ways in which people and groups try to reconcile specific identity beliefs when they confront circumstances that directly challenge them.

In unit 1, students will understand that:

1. Personal and cultural belief systems are at the root of an individual's identity.
2. An individual's cultural roles can conflict with and inform a sense of identity.

In unit 1, students will be able to:

**Unit 1: What is the Price of Friendship?
Learning Outcomes**

Section 1: *Identity and Belief*

1. Define themselves according to self-reflection and personal belief set;
2. Evaluate the degree to which traits of an individual are dictated by gender or personality, and assess the ways in which the traits of an individual determine the likelihood of his or her assuming an authority role (units 1, 3);
3. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
4. Analyze how individual differences shape thought processes and the role genetics and environment play in these differences;
5. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified by these (units 1-5);
6. Define “idea” as a mental construct;

**Unit 1: What is the Price of Friendship? (continued)
Learning Outcomes**

Section 1 (continued)

7. Define “belief” as an idea that an individual is convinced is true and correct, and in some way guides that individual's behavior;
8. Evaluate the degree to which humans can identify their motivations (units 1-5);
9. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
10. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
11. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
12. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5).

Unit 1: What is the Price of Friendship? (continued)
Learning Outcomes

Section 2: *Identity and Conflict*

1. Identify belief sets that define individuals; e.g., socio-political affiliation, religion, gender roles;
2. Recognize divergent ideas as the cause of intrapersonal, interpersonal and group conflict;
3. Evaluate the extent to which humans can understand one another (units 1-5);
4. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
5. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
6. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
7. Examine how cultural mores are determined by environment and, conversely, how cultural attitude determines the relationship cultures have with their surroundings;
8. Evaluate the degree to which our thought processes are shaped by our respective cultures;

Unit 1: What is the Price of Friendship? (continued)
Learning Outcomes

Section 2 (continued)

9. Evaluate conceptions of personal responsibility based on various belief systems and legal codes (units 1, 3);
10. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
11. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (1-5);
12. Analyze what makes joining culture desirable;
13. Recognize that an individual can decide to accept or reject different cultural identities, and hypothesize as to the reasons for such a decision;
14. Recognize that belonging to a specific culture precludes belonging to some others and requires some modicum of identity compromise;

Unit 1: What is the Price of Friendship? (continued)
Learning Outcomes

Section 2 (continued)

15. Evaluate a culture based on its practices and justifications for them (units 1-5);
16. Evaluate conceptions of personal responsibility based on various belief systems and legal codes (units 1, 3);
17. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
18. Define a responsibility as an obligation;
19. Evaluate personal responsibility as a requirement of societal membership;
20. Relate the nature of cultural identity and belonging to the expectations that individual cultures have of their members;
21. Evaluate a culture based on its practices and justifications for them (units 1-5);
22. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
23. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5).

Unit 1: What is the Price of Friendship? (continued)
Learning Outcomes

Section 3:

Answer the unit question: "What is the price of friendship?"

Unit 2: What Good Does it Do You to be Rich?

NCSS Strands Addressed: Economics

When the Little Prince encounters a businessman in chapter 13, he interrupts the businessman's accounting of the stars in the sky by asking him what good could possibly come from owning such distant points of light. The prince is puzzled by the businessman's response that though he was happy to admit he couldn't really do anything with the stars, by owning all of them he was a rich man and, should any more be discovered, he could buy them. In unit 2, students will decode modern economic systems according to perceived value and trust; trace the evolution of modern economic thought through history; and speculate regarding future economic developments.

In unit 2, students will understand that:

1. Modern economic systems, including banking, rely on perceived value and trust.
2. Philosophical and socio-political values and beliefs shape modern economic systems.

In unit 2, students will be able to:

**Unit 2: What Good Does It Do You to Be Rich?
Learning Outcomes**

Section 1: *Complex Economies & Ownership*

1. Explain the concept of relative value;
2. Describe a complex economy as a conceptual system based on trust and perceived value;
3. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
4. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (unit 1-5);
5. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
6. Evaluate the degree to which humans can identify their motivations (units 1-5);
7. Evaluate the extent to which humans can understand one another (units 1-5);
8. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
9. Correlate efficient utilization of resources and economic stability;
10. Evaluate how economic stability shapes socio-political thinking and expectations about standards of living;
11. Evaluate a culture based on its practices and justifications for them (units 1-5);

**Unit 2: What Good Does It Do You to Be Rich? (continued)
Learning Outcomes**

Section 1 (continued)

12. Evaluate a culture based on its practices and justification for them (units 1-5);
13. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
14. Evaluate the underlying beliefs of philosophically derived rights (units 2-3);
15. Correlate cultural influence and beliefs about ownership;
16. Evaluate the nature of ownership and if it imparts any responsibilities to the owner;
17. Evaluate the extent to which humans can understand one another (units 1-5).

Unit 2: What Good Does It Do You to Be Rich? (continued)
Learning Outcomes

Section 2: *Money, Banking & Credit*

1. Evaluate the concept of money as an ideological construction;
2. Explain the concept of banking as a system of economic gain based on trust and perceived value;
3. Explain the concept of credit and evaluate its financial and ethical validity;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
7. Evaluate a culture based on its practices and justifications for them (units 1-5);

Unit 2: What Good Does It Do You to Be Rich? (continued)
Learning Outcomes

Section 2 (continued):

8. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
9. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
10. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
11. Evaluate the degree to which humans can identify their motivations (units 1-5);
12. Evaluate the extent to which humans can understand one another (units 1-5);
13. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
14. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5).

Unit 2: What Good Does It Do You to Be Rich? (continued)

Learning Outcomes

Section 3: *Economic Policy*

1. Examine the relationship between socio-political thought and how people acquire what they need and want;
2. Evaluate the evolution of economic systems based upon their original philosophical intentions vs. their real-world applications;
3. Explain how economic circumstances help define ideological and political climate;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
7. Evaluate a culture based on its practices and justifications for them (units 1-5);
8. Evaluate the extent to which humans can understand one another (units 1-5);
9. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
10. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5).

Unit 2: What Good Does It Do You to Be Rich? (continued)

Learning Outcomes

Section 4: *Economic Ethics*

1. Analyze the ways in which societies have valued individuals and groups based on their economic status;
2. Compare how wealthy and poor groups perceive their own and the other's responsibilities to society;
3. Correlate the ability of individuals to overcome economic stratification and political and social climate across societies;
4. Evaluate the belief that a wealthy society has the right and responsibility to spread its economic and social structures to poorer societies;
5. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
6. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
7. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
8. Evaluate a culture based on its practices and justifications for them (units 1-5);
9. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);

Unit 2: What Good Does It Do You to Be Rich? (continued)
Learning Outcomes

Section 4 (continued)

10. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
11. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
12. Evaluate the degree to which humans can identify their motivations (units 1-5);
13. Evaluate the extent to which humans can understand one another (units 1-5);
14. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
15. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5).

Unit 2: What Good Does It Do You to Be Rich? (continued)
Learning Outcomes

Section 5:

1. Answer the unit question: "What good does it do you to be rich?"

Unit 3: What is Reasonable to Ask of Others?

NCSS Strands Addressed: Authority

The first person whom the Little Prince encounters on his voyage makes his appearance in chapter 10. He is a man who lives alone on a tiny planet and who claims to be the king of all creation. This king believes himself to be an absolute monarch whose orders must be obeyed, but because he is also a compassionate man, he always makes sure that his orders are reasonable. To the king, this meant adjusting his orders to fit each circumstance; he would order the sun to set or the stars to shine. To the prince, such behavior seems absurd and he quickly tires of it. As he makes his departure, the king orders him to leave as his ambassador to the universe. In unit 3, learners will analyze the philosophy behind legal codes and the ways in which formalized authorities try to legitimize their claims to power. Students will evaluate the ethics of civil disobedience, protest and rebellion.

In unit 3, students will understand that:

1. Cultural, philosophical and socio-political values inform institutionalized authority.
2. Cultural values and individual traits determine an individual's capacity for and appointment to formal and informal authority roles.

In unit 3, students will be able to:

**Unit 3: What Is Reasonable to Ask of Others?
Learning Outcomes**

Section 1: *Idealism and Pragmatism*

1. Define “ideal” as a vision of perfection;
2. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
3. Evaluate a culture based on its practices and justifications for them (units 1-5);
4. Evaluate the degree to which humans can identify their motivations (units 1-5);
5. Evaluate the extent to which humans can understand one another (units 1-5);
6. Evaluate the idea of a social contract;
7. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
8. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
9. Evaluate the concepts of different philosophically derived rights (units 2-3);
10. Compare examples of perceived cultural mandates (e.g., Jihad, Crusades, Inquisition, Salem witch trials, death penalty) and evaluate the stated justification for each (units 3, 5);

**Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes**

Section 1 (continued)

11. Evaluate the methods that individuals can use in an effort to influence the ethics of others (1-5);
12. Evaluate historical examples of moral prescriptions, the processes by which they were constructed, and the reasons they were accepted;
13. Evaluate the purpose and effectiveness of codified behavior regulation;
14. Evaluate the formulation of legal codes and how they are justified;
15. Evaluate the nature of crime as an action or an intent;
16. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
17. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 1 (continued)

18. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
19. Evaluate the degree to which traits of an individual are dictated by gender or personality, and assess the ways in which the traits of an individual determine the likelihood of his or her assuming an authority role (units 1, 3);
20. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
21. Evaluate the ability of a society to create an ideal legal code, and if and when non-compliance is justifiable.

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 2: *Assuming Authority and Responsibility*

1. Determine the prerequisites for an individual or organization to become an authority and evaluate the organization's purpose in achieving this status;
2. Assess the necessity and roles of institutionalized authorities in relation to progress and development of cultural trends;
3. Evaluate the ways that individual or group ideas of religion, politics and economics have been used to manipulate authority and amass power;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
7. Evaluate a culture based on its practices and justifications for them (units 1-5);
8. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 2 (continued)

9. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
10. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
11. Evaluate the degree to which humans can identify their motivations (units 1-5);
12. Evaluate the degree to which traits of an individual are dictated by gender or personality, and assess the ways in which the traits of an individual determine the likelihood of his or her assuming an authority role (units 1, 3);
13. Evaluate the concepts of different philosophically derived rights (units 2-3);
14. Compare examples of perceived cultural mandates (e.g., Jihad, Crusades, Inquisition, Salem witch trials, death penalty) and evaluate the stated justification for each (units 3, 5);

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 2 (continued)

15. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
16. Assess how the responsibilities of a leader should be defined and how leaders should be evaluated;
17. Evaluate the degree of importance an individual leader plays in societal success;
18. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
19. Assess institutionalized authorities based on the responsibilities they demand of their followers and the benefits that the followers receive.

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 3: *Conflict and Authority*

1. Assess the degree to which members of a given culture must recognize authority when it contradicts their core beliefs;
2. Evaluate what happens when there are differing assessments regarding the legitimacy of, and consent to, authority within a society;
3. Evaluate what methods, if any, are acceptable to undermine authority under a given circumstance;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
7. Evaluate a culture based on its practices and justifications for them (units 1-5);
8. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
9. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 3 (continued)

10. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
11. Evaluate the degree to which humans can identify their motivations (units 1-5);
12. Evaluate the extent to which humans can understand one another (units 1-5);
13. Evaluate the concepts of different philosophically derived rights (units 2-3);
13. Compare examples of perceived cultural mandates (e.g., Jihad, Crusades, Inquisition, Salem witch trials, death penalty) and evaluate the stated justification for each (units 3, 5);
14. Evaluate the methods that individuals can use in an effort to influence the ethics of others (1-5);
15. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
16. Assess whether or not institutionalized authorities have the right to maintain authority absent consent;
17. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5).

Unit 3: What Is Reasonable to Ask of Others? (continued)
Learning Outcomes

Section 4

1. Answer the unit question: "What is reasonable to ask of others?"

Unit 4: How Much Time is a Drink of Water Worth?

NCSS Strands Addressed: Technology

To a salesman in chapter 23 of The Little Prince, the point of technology is to save time and increase efficiency. For example, he offers the Little Prince a pill that allows those who take it to eliminate drinking water from their daily routine. In so doing, he claims, the medicated individual could save 53 minutes a day with which to do whatever he or she desires. To this, the Little Prince responds, "If I had 53 minutes to spend as I liked, I should walk at my leisure toward a spring of fresh water." In unit 4, learners will examine the nature of technology, from its broad purpose across societies to its historical and modern, ethical applications. Ultimately, learners will evaluate the role that technology plays in defining cultural relationships and the human experience as a whole.

In unit 4, students will understand that:

1. Technology informs an individual's relationship with his or her environmental and cultural milieu.
2. Technological development can challenge cultural and socio-political values, and can provoke ethical questions.

In unit 4, students will be able to:

**Unit 4: How Much Time is a Drink of Water Worth?
Learning Outcomes**

Section 1: *What technology says about society*

1. Identify the role that technology can play in an individual's direct dependence upon, and subsequent attitude towards, his or her surroundings;
2. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
3. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
4. Evaluate a culture based on its practices and justifications for them (units 1-5);
5. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
6. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
7. Evaluate the degree to which humans can identify their motivations (units 1-5);
8. Evaluate why individuals and cultures accept some new technologies more readily than others;
9. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);

**Unit 4: How Much Time is a Drink of Water Worth?
Learning Outcomes**

Section 1 (continued):

10. Evaluate if particular individuals can truly make a difference in the course of events (1-5);
11. Evaluate a variety of media that individuals and groups create to attempt to communicate their identities;
12. Evaluate the extent to which humans can understand one another (units 1-5);
13. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
13. Evaluate the nature of technology as a product of human innovation;
14. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5).

Unit 4: How Much Time is a Drink of Water Worth? (continued)

Learning Outcomes

Section 2: *How Technology challenges Society*

1. Evaluate the ways in which the introduction of new technology can challenge established structures within a society;
2. Evaluate the ways in which the introduction of technological advances can challenge established psychological and cultural boundaries;
3. Evaluate the ways in which an institutionalized authority can manipulate the spread and use of new technology to amass and maintain greater power and control;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate a culture based on its practices and justifications for them (1-5);
7. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);

Unit 4: How Much Time is a Drink of Water Worth? (continued)

Learning Outcomes

Section 2 (continued)

8. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
9. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
10. Assess the impact of advanced technology on the collective intellect of a society;
11. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
12. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
13. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5).

Unit 4: How Much Time is a Drink of Water Worth? (continued)

Learning Outcomes

Section 3: Technology and the Human Condition

1. Evaluate whether or not the ability to manipulate the environment technologically alters the laws of nature;
2. Evaluate when a technological advancement is too dangerous to be used and if constraints should be placed on that technological advancement based on ethical considerations;
3. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
4. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
5. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
6. Evaluate a culture based on its practices and justifications for them (units 1-5);
7. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
8. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
9. Evaluate the methods that individuals can use in an effort to influence the ethics of others (1-5).

Unit 4: How Much Time is a Drink of Water Worth? (continued)

Learning Outcomes

Section 4:

1. Answer the unit question: "How much time is a drink of water worth?"

Unit 5: What Are We Looking For?

NCSS Strands Addressed: Interaction and Interdependence

When the Little Prince meets a railway switchman in chapter 22, the prince is confused by the number of people who seem to rush in all directions. He asks the switchman if they are not happy where they were, to which the switchman replies that no one is ever happy where they are. The prince follows by inquiring about what it is, then, that they seek. The switchman agrees that today, only children truly know what they are looking for, and that he considers them lucky for that gift of clarity. In unit 5, learners are asked to ponder the question that the prince asks the switchman. They will define the concept of globalization, and trace the effects on diverse cultures and on the environment of the constant desire for contact with new people, things, and ideas that seems to be inherent in the human condition. They will evaluate whether globalization was a predetermined outcome in both the United States from inception and in the world from the birth of civilization. Finally, they will decide upon a best course of action for the United States today in what has become a largely interdependent world.

In unit 5, students will understand that:

1. Globalization reflects the individual's want and need for connection to people, things and ideas.
2. Globalization brings enduring advantages, problems and obligations.

In unit 5, students will be able to:

**Unit 5: What Are We Looking For?
Learning Outcomes**

Section 1: *Defining “globalization”*

1. Define “globalization” as the expansion and intensification of cultural connections in which distant and local events influence one another;
2. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
3. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
4. Evaluate if particular individuals can truly make a difference in the course of events (unit 1-5);
5. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
6. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
7. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
8. Evaluate the extent to which humans can understand one another (units 1-5);

Unit 5: What Are We Looking For? (continued)
Learning Outcomes

Section 1 (continued)

9. Compare examples of perceived cultural mandates (e.g., Jihad, Crusades, Inquisition, Salem witch trials, death penalty) and evaluate the stated justification for each (units 3, 5);
10. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
11. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
12. Evaluate instances throughout time in which a personal idea of responsibility has conflicted with institutionalized ideas of responsibility;
13. Evaluate the concerns that individuals and groups may have in terms of physical and ideological interactions with others and how they act upon those concerns;
14. Correlate the advantages and disadvantages of interaction and isolation, and the development of cultural trends;
15. Evaluate a culture based on its practices and justifications for them (units 1-5);
16. Evaluate the degree to which humans can identify their motivations (units 1-5).

Unit 5: "What Are We Looking For?" (continued)
Learning Outcomes

Section 2: *Globalization in Action*

1. Analyze the ways in which the role of the individual is changed as a result of the priority that his or her culture places on global interaction;
2. Compare the ways in which entrenched authorities respond to the influences of outside cultures brought by interconnection;
3. Analyze how global civilization affects the environment;
4. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
5. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
6. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
7. Evaluate a culture based on its practices and justifications for them (units 1-5);
8. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
9. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);

Unit 5: What Are We Looking For? (continued)
Learning Outcomes

Section 2 (continued)

10. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
11. Evaluate the degree to which humans can identify their motivations (units 1-5);
12. Evaluate the extent to which humans can understand one another (units 1-5);
13. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
14. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
15. Evaluate the response (dismantling, evolving) of organizations across time and place whose stated purpose has become culturally obsolete;
16. Evaluate instances throughout time in which a personal idea of responsibility has conflicted with institutionalized ideas of responsibility;
17. Correlate the integrity of a culture's identity and its degree of global interconnection.

Unit 5: What Are We Looking For? (continued)
Learning Outcomes

Section 3: *Evaluating "globalization"*

1. Evaluate alternatives to global civilization;
2. Analyze whether or not it is possible for a society to "unwind" its global interdependence;
3. Compare and evaluate past and present lives and cultures to determine fundamental human thought processes (units 1-5);
4. Analyze the degree to which a specific event affected the thinking of individuals and cultures (units 1-5);
5. Evaluate if particular individuals can truly make a difference in the course of events (units 1-5);
6. Evaluate a culture based on its practices and justifications for them (units 1-5);
7. Evaluate primary source material to determine the vision individuals and groups have of themselves and their cultures (units 1-5);
8. Evaluate how fear or concern about the unknown on the part of individuals or groups can affect the progress of cultural trends (units 1-5);
9. Analyze the respective roles of principle and circumstance in decision-making and the degree to which certain actions are justified (units 1-5);
10. Evaluate the degree to which humans can identify their motivations (units 1-5);

Unit 5: "What Are We Looking For?" (continued)
Learning Outcomes

Section 3 (continued)

11. Evaluate the extent to which humans can understand one another (units 1-5);
12. Evaluate the methods that individuals can use in an effort to influence the ethics of others (units 1-5);
13. Evaluate the obligation individuals have to align their behavior and their beliefs (units 1-5);
14. Evaluate instances throughout time in which a personal idea of responsibility has conflicted with institutionalized ideas of responsibility.

Unit 5: What Are We Looking For? (continued)
Learning Outcomes

Section 4

1. Answer the unit question: "What are we looking for?"

Unit 6 : What Does it Mean to Understand?

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

In unit 6, learners will consider prior units to reflect upon the conclusions they have drawn about the nature of human understanding. They will use specific examples from their year-long investigation across time and geographical location to identify the commonalities and differences in cultural perspectives, and evaluate the search for understanding as the fundamental motivation for human development and societal complexity.

In unit 6, students will understand that:

1. The quest for understanding, at the individual and institutional levels, shapes cultural development and societal complexity.
2. Individual identity development and interaction with people, things and ideas reflect the quest for understanding.

In unit 6, students will be able to:

**Unit 6: What Does it Mean to Understand?
Learning Outcomes**

Section 1:

Students will understand that:

1. Though identity is visually represented by material goods, the reasoning behind those representations and the drive to express them are fundamentally rooted in personal and cultural beliefs;
2. Modern, complex and global economic systems are based on perceived value and trust in one another;
3. The philosophy behind legal codes and the ways in which formalized authorities try to legitimize their claims to power are based on a combination of the ideals of the culture itself and the degree to which the members of that culture are willing to compromise those ideals in order to maintain a particular lifestyle system;
4. Technology plays a major role in defining cultural relationships, the environment and the human experience as a whole;
5. The constant desire for contact with new people, things, and ideas that seems to be inherent in the human condition has driven the interactions that diverse cultures have had with one another and with their environment since the birth of civilization.

**Unit 6: What Does it Mean to Understand? (continued)
Learning Outcomes**

Section 2: *Summative Assessment*

1. Answer the question of the year : “What does it mean to understand?”

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 6)