Mendham Borough Public Schools
Mendham, New Jersey

Curriculum and Instruction

Course of Study

Social Studies: Grade 8   **August 23, 2016**

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

Synthesizing concepts developed in the fifth through seventh grades, eighth grade social studies students are well prepared to engage a complex, self-directed survey of the ten themes of social studies as prescribed by the National Council for the Social Studies (see "District Objectives"). The capstone course in the middle school sequence requires students to evaluate the essence of the ten themes, with the ultimate goal of applying their determinations to an appraisal of the nature of humankind. This challenge is couched in a question inspired by author H. Rider Haggard, who in <u>Allan Quartermain</u> suggests that though peoples' cleverness is akin to an elastic band, their nature is as rigid as an iron ring: "Is the nature of humankind more that of an elastic band or that of an iron ring?" In order to competently answer this question, learners will draw upon historical examples and utilize social science techniques to complete ten authentic performance assessments and write a position paper in response to the question of the year.

I. 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 eighth 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).

II.   CONTENT, SCOPE AND SEQUENCE, LEARNING OUTCOMES

Social studies instruction in sixth grade aligns with the following **2014 NJ 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 Student Learning Standards: 6.1.8-6.3.8

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

Unit 1: Do Humans Fundamentally Choose Their Own Identities or Is Identity Determined by Culture?

Unit 2: Can an Individual Separate from His or Her Humanness in Order to Evaluate the Past or Is That Same Humanness So Central to Each Individual That It Is a Filter Which Can Never Be Completely Removed?

Unit 3: Do Cultures Exist in Service to Humans or Vice Versa?

Unit 4: Can Humans Transcend the Limitations Imposed by the Environment or Can They Simply Find More Complex Ways to Control It?

Unit 5: Does Technological Advancement Represent a Fundamental Need to Control All Aspects of Life or Is It a Byproduct of the Human Need to Satisfy a Natural Curiosity about the World?

Unit 6: Is the Expansion of Trade Beneficial or Detrimental to a Society?

Unit 7: Are Organizations Established in Order to Meet a Common Need or to Justify a Certain Behavior?

Unit 8: Is the Fundamental Nature of Humans to Challenge or to Comply with Authority?

Unit 9: Does Interaction Represent a Desire to Understand and Benefit from Others or Is It an Attempt to Confirm Individual and Cultural Beliefs?

Unit 10: Is Individual Responsibility Accepted Out of a Sense of Fear or Moral Imperative?

Unit 11: Is the Nature of Humankind More That of an Elastic Band or That of an Iron Ring?

Unit 1: **Do Humans Fundamentally Choose Their Own Identities or Is Identity Determined by Culture?**
NCSS Strands Addressed: Identity Development

"So complex is the human spirit that it can itself scarce discern the deep springs which impel it to action."
-Sir Arthur Conan Doyle, <u>The White Company</u>

Unit 1 asks students to consider the degree to which individuals are able to control the development of their own identity, and the degree to which they are defined by their cultural contexts. Through study of psychological methodology and historical biography, as well as examination of the cultural anthropology of diverse societies, students will eventually evaluate the degree to which notable historical figures are cast by the combined weight of their cultural past or if they emerge as unique despite it. In order to demonstrate their mastery of the concepts developed in this unit, students will conduct team debates utilizing examples from historical evidence gathered over the course of the unit.

In unit 1, students will understand that:

1. An individual's identity develops over time as a result of multiple factors.
2. Social science tools provide lenses through which to evaluate historical events.

In unit 1, students will be able to:

Unit 1: **Do Humans Fundamentally Choose Their Own Identities or Is Identity Determined by Culture?** **Learning Outcomes**
Section 1: 1. Compare and contrast presented and self-selected historical figures and their backgrounds to evaluate the question of the unit.

Unit 1: Do Humans Fundamentally Choose Their Own Identities or Is Identity Determined by Culture? (continued)
Learning Outcomes

Section 2:
2. Answer the unit question: "Do humans fundamentally choose their own identities or is identity determined by culture?"

Unit 2: **Can an Individual Separate from His or Her Humanness in Order to Evaluate the Past or Is That Same Humanness So Central to Each Individual That It Is a Filter Which Can Never Be Completely Removed?**

NCSS Strands Addressed: The Past

 "Art always serves beauty, and beauty is the joy of possessing form, and form is the key to organic life since no living thing can exist without it."
-Boris Pasternak, Dr. Zhivago

Denis Dutton, professor of philosophy and founder of the website "Arts & Letters Daily," has argued that all that makes us human is revealed under the wide umbrella of art. Assuming that there is a kernel of truth within this argument, there is no better vehicle than art to examine whether people can ever be truly empirical arbiters. Through examination of works of art from across ages and cultures, students will determine if they can separate themselves from their own personal experience to judge a cultural artifact purely on the terms by which it was created. In the course of their artistic study, students will create a portfolio of artwork that they have critiqued by attempting to set aside modern assessments of provocative topics and instead make an evaluation based on the sensibilities of the time and place of the work itself.

In unit 2, students will understand that:

1. Human expression reflects the breadth and depth of our humanity.
2. Personal lenses (e.g., bias, experience, point of view) taint objectivity.

In unit 2, students will be able to:

Unit 2: **Can an Individual Separate from His or Her Humanness in Order to Evaluate the Past or Is That Same Humanness So Central to Each Individual That It Is a Filter Which Can Never Be Completely Removed?** **Learning Outcomes**
Section 1: 1. Define "humanness". **Section 2:** 2. Respond to artwork, speculate about cultural origin, cultural meaning, and artistic intent by examining self-selected examples without prior context. **Section 3:** 3. Investigate historical foundations of self-selected artwork from several categories (i.e., gender focus, social structure focus, historical era). **Section 4:** 4. Answer the unit question: "Can an individual separate from his or her humanness in order to evaluate the past or is that same humanness so central to each individual that it is a filter which can never be completely removed?"

Unit 3: **Do Cultures Exist in Service to Humans or Vice Versa?**
NCSS Strands Addressed: Culture

"He was a ferocious man. He had been ill-made in the making. He had not been born right, and he had not been helped any by the molding he had received at the hands of society. The hands of society are harsh, and this man was a striking sample of its handiwork."
-Jack London, White Fang

Meme theory, proposed first by Richard Dawkins in *The Selfish Gene*, suggests that ideas are the cultural equivalent of genes, and that they propagate in a similar fashion. In unit 3, students evaluate this and other theories of cultural diffusion by using each as a lens through which to view a wide sampling of seemingly "strange" cultural practices. Learners will first compare the characteristics of practices that have existed for centuries and characteristics of younger practices, and later investigate practices that have bridged a gap from their initial purpose in order to satisfy another cultural need.

In unit 3, students will understand that:

1. Social science theory draws from the natural sciences.
2. Culture is a collective construction.

In unit 3, students will be able to:

Unit 3: Do Cultures Exist in Service to Humans or Vice Versa? Learning Outcomes
Section 1: 1. Define meme theory.
Section 2: 2. Define realist theory.
Section 3: 3. Compare meme theory and realist theory by examining religious and social practices that have endured over centuries and younger practices.
Section 4: 4. Analyze the evolution of a variety of social practices outside of their original intent.
Section 5: 5. Answer the unit question: "Do cultures exist in service to humans or vice versa?"

Unit 4: **Can Humans Transcend the Limitations Imposed by the Environment or Can They Simply Find More Complex Ways to Control It?**

NCSS Strands Addressed: Environment

"Civilization is only savagery silver-gilt."
–*H. Rider Haggard, Allan Quartermain*

Since the Agricultural Revolution, humans have struggled against the limitations imposed by their respective environments and have created new technological systems to control the world around them. Though civilization has allowed for unprecedented development of amazingly advanced tools, our surroundings still seemingly limit our ability to achieve our personal, cultural, and societal ideals. In unit 4, students will ponder if it is environmental constraints that cause societal shortcomings, or if instead humans are fighting in vain a battle with no true enemy. After conducting considerable historical research into past civilizations, their achievements, and their demises, students will write and design a feature article evaluating our present ideals and environmental circumstances juxtaposed against those of our ancestors around the world.

In unit 4, students will understand that:

1. Human influence and environmental constraints shape human interaction with the environment.
2. Environmental features and constraints shape the development of a civilization's culture.

In unit 4, students will be able to:

Unit 4: Can Humans Transcend the Limitations Imposed by the Environment or Can They Simply Find More Complex Ways to Control It? Learning Outcomes
Section 1: 1. Compare and contrast presented civilizations, their environmental conditions, and their interactions and responses to their conditions.
Section 2: 2. Answer the unit question: "Can humans transcend the limitations imposed by the environment or can they simply find more complex ways to control it?"

Unit 5: Does Technological Advancement Represent a Fundamental Need to Control All Aspects of Life or Is It a Byproduct of the Human Need to Satisfy a Natural Curiosity about the World?
NCSS Strands Addressed: Technology

"What is history? Its beginning is that of the centuries of systematic work devoted to the solution of the enigma of death, so that death itself may eventually be overcome. That is why people write symphonies, and why they discover mathematical infinity and electromagnetic waves."
-Boris Pasternak, Dr. Zhivago

Most think of innovation as a need-driven enterprise, but there is ample evidence to refute this commonsense assumption. From the inefficiency of the QWERTY keyboard to the intellectual pursuits of Nicola Tesla, much of human technological advancement seems to have originated simply from the burning curiosity to understand the world. In unit 5, students will compare innovators and their work across cultures and time to determine what really drives progress: curiosity or control. Students will write an Op-Ed piece worthy of publication on a major editorial website (such as *Slate* or *Salon*) that uses historical examples to evaluate the origins of a modern technology.

In unit 5, students will understand that:

1. Innovation derives humans' interaction with the environment.
2. Culture and era influence opportunity for and constraints on innovation.

In unit 5, students will be able to:

Unit 5: Does Technological Advancement Represent a Fundamental Need to Control All Aspects of Life or Is It a Byproduct of the Human Need to Satisfy a Natural Curiosity about the World? Learning Outcomes
Section 1: 1. Compare and contrast presented and self-selected innovators and innovations to evaluate the question of the unit.
Section 2: 2. Answer the unit question: **"**Does technological advancement represent a fundamental need to control all aspects of life or is it a byproduct of the human need to satisfy a natural curiosity about the world?"

Unit 6: Is the Expansion of Trade Beneficial or Detrimental to a Society?
NCSS Strands Addressed: Economics

"Hereby perhaps Stubb indirectly hinted, that though man loved his fellow, yet man is a money-making animal, which propensity too often interferes with his benevolence."
-Herman Melville, Moby Dick

The growth of international trade has defined the economics of the late twentieth and early twenty-first century, but economic activity across borders is not a new phenomenon by any standard. From the Silk Road to the voyages of Zeng He, acquiring cheaply goods available only at a distance has always ranked high among the goals of most successful civilizations. In unit 6, students will pursue a deeper understanding of complex economic systems as they matured over time. With these tools at their disposal, they will make decisions about economic ethics by crafting an advisory paper to a famous historical leader based on the unique needs of the nation in question.

In unit 6, students will understand that:

1. Culture influences a civilization's economic system.
2. The exchange of goods and services is the fundamental dynamic of all economic systems.

In unit 6, students will be able to:

Unit 6: Is the Expansion of Trade Beneficial or Detrimental to a Society? Learning Outcomes
Section 1: 1. Define various economics systems (e.g., free market, mercantilism, communism, colonialism).
Section 2: 2. Compare and contrast the strengths and weaknesses of various presented and self-selected economic systems based on provided historical examples.
Section 3: 3. Answer the unit question: "Is the expansion of trade beneficial or detrimental to a society?"

Unit 7: Are Organizations Established in Order to Meet a Common Need or to Justify a Certain Behavior?
NCSS Strands Addressed: Organization

"Often, the less there is to justify a traditional custom, the harder it is to get rid of it."
-Mark Twain, The Adventures of Tom Sawyer

Humans seem to begin to organize themselves once population size reaches a certain critical mass, and common sense would dictate that they do so in order to more effectively manage the predictability of a desired outcome. The behavior of many organizations across time, however, suggests otherwise. An alternative line of thought is that organizations arise not to efficiently complete some required task, but instead to institutionalize some arbitrary behavior that furthers the agenda of particular individuals. Students will evaluate this debate in unit 7 by applying social science techniques to particularly illustrative examples in history, and then take on the role of the leader of an organization to judge the best way to motivate people to buy into their organization's goals.

In unit 7, students will understand that:

1. Organization is a basic human impulse.
2. Social science tools help us understand human organizational behavior.

In unit 7, students will be able to:

Unit 7: Are Organizations Established in Order to Meet a Common Need or to Justify a Certain Behavior?
Learning Outcome
Section 1: 1. Identify the purposes of different organizations.
Section 2: 2. Compare and contrast the purposes of various presented and self-selected military, business and philanthropic organizations and their documented behaviors in order to evaluate the question of the unit.
Section 3: 3. Answer the question of the unit: "Are organizations established in order to meet a common need or to justify a certain behavior?"

Unit 8: Is the Fundamental Nature of Humans to Challenge or Comply with Authority?
 NCSS Strands Addressed: Authority

"It is just his fantastic dreams, his vulgar folly that he will desire to retain, simply in order to prove to himself … that men still are men and not the keys of a piano, which the laws of nature threaten to control so completely that soon one will be able to desire nothing but by the calendar? And that is not all: even if man really were nothing but a piano-key, even if this were proved to him by natural science and mathematics, even then he would not become reasonable, but would purposely do something perverse out of simple ingratitude, simply to gain his point."
-Fyodor Dostoyevsky, Notes from the Underground

As secure as the power of individuals and organizations in roles of authority might seem, maintaining that power is always a "tightrope walk". Because most people desire safety and resent feeling controlled, leaders must always remember that their wellbeing is intimately linked to that of their follower constituency. In an attempt to understand why some cultures have submitted to totalitarian rule while others have rebelled for far less egregious wrongs committed against them, students will analyze the behavior of many

individuals and groups in relation to authority, and the ramifications of their behaviors. They will engage a team debate for which they must prepare to argue both positions of the unit question.

In unit 8, students will understand that:

1. Organization breeds authority and power.
2. Culture and historical era inform the use and abuse of power and authority.

In unit 8, students will be able to:

Unit 8: Is the Fundamental Nature of Humans to Challenge or Comply with Authority?
Learning Outcomes
Section 1: 1. Compare and contrast presented and self-selected examples of revolutionary and conciliatory (reactionary?) behavior among contemporaries and non-contemporaries in specific historical scenarios in order to evaluate the question of the unit.
Section 2: 2. Answer the question of the unit: "Is the fundamental nature of humans to challenge or comply with authority?"

Unit 9: Does Interaction Represent a Desire to Understand and Benefit from Others or Is It an Attempt to Confirm Individual and Cultural Beliefs?
NCSS Strands Addressed: Interaction and Interdependence

"Everything established, settled, everything to do with home and order and the common ground, has crumbled into dust and has been swept away in the general upheaval and reorganization of the whole of society. The whole human way of life has been destroyed and ruined. All that's left is the bare, shivering human soul, stripped to the last shred, the naked force of the human psyche for which nothing has changed because it was always cold and shivering and reaching out to its nearest neighbor, as cold and lonely as itself."
-Boris Pasternak, Dr. Zhivago

Interaction with others is a fundamental necessity for humans to survive and thrive on an individual basis, and cultures and societies tend to seek out one another and become interconnected as well. Students will inquire about the nature of these interconnected relationships in unit 9. It could be that curiosity about other cultures and what they create is the primary driving force that causes people to look outward and interact, or instead that each culture seeks validation of its own customs, beliefs, and practices in comparison to those of "outsiders". In order to make an informed evaluation about this facet of the human experience, students will catalogue many instances of cultural interface in an online encyclopedia of interaction of their own creation and write commentary for each example.

In unit 9, students will understand that:

1. Humans need interaction to survive and thrive.
2. Interaction breeds power and authority.

In unit 9, students will be able to:

Unit 9: Does Interaction Represent a Desire to Understand and Benefit from Others or Is It an Attempt to Confirm Individual and Cultural Beliefs? Learning Outcomes
Section 1: 1. Compare and contrast presented and self-selected historical and contemporary examples of individual and cultural interaction in order to evaluate the question of the unit.
Section 2: 2. Answer the question of the unit: "Does interaction represent a desire to understand and benefit from others or is it an attempt to confirm individual and cultural beliefs?"

Unit 10: **Is Individual Responsibility Accepted Out of a Sense of Fear or Moral Imperative?**
NCSS Strands Addressed: Individual Responsibility

"If he has a conscience he will suffer for his mistake. That will be his punishment-as well as the prison."
-Fyodor Dostoyevsky, Crime and Punishment

In unit 10, students will consider why people accept responsibilities imposed upon them. They will participate in social experiments and analyze historical figures and incidents in order to determine if accepting societal responsibility stems from an inborn moral compass or a fear of societal reprisal. Students will script an episode of a paneled discussion-style talk show that features historical guests who, though they lived in different times and across vast distances, experienced similar ethical dilemmas.

In unit 10, students will understand that:

1. Individual responsibility is a cornerstone of our democratic republic.
2. Individual responsibility breeds moral and ethical dilemmas.

In unit 10, students will be able to:

Unit 10: Is Individual Responsibility Accepted Out of a Sense of Fear or Moral Imperative? Learning Outcomes
Section 1: 1. Evaluate the nature of ethical decision making through self-reflection.
Section 2: 2. Compare and contrast presented and self-selected historical and contemporary examples of ethical decision making in order to evaluate the question of the unit.
Section 3: 3. Answer the question of the unit: "Is individual responsibility accepted out of a sense of fear or moral imperative?"

Unit 11: Is the Nature of Humankind More That of an Elastic Band or That of an Iron Ring?
NCSS Strands Addressed: All

"Man's cleverness is almost indefinite, and stretches like an elastic band, but human nature is like an iron ring. You can go round and round it, you can polish it highly, you can even flatten it a little on one side, whereby you will make it bulge out the other, but you will never, while the world endures and man is man, increase its total circumference."
–H. Rider Haggard, Allan Quartermain

In unit 11, students will retrospectively consider previous units of study to reflect upon what they have come to understand about humankind. Students will use specific examples from their four-year inquiry to identify the challenges, achievements, and commonalities that uniquely unite humanity. Students will apply this self-constructed conceptual framework to adopt a definitive position on the nature of humankind and defend it using all of the social science tools at their disposal.

In unit 11, students will understand that:

1. The social sciences and the ten NCSS strands help us understand humankind.
2. Human beings are more alike than different.

In unit 11, students will be able to:

Unit 11: Is the Nature of Humankind More That of an Elastic Band or That of an Iron Ring? **Learning Outcomes**
Section 1: 1. Reflect on and synthesize their prior evaluations of: a. the nature of humankind as it relates to identity development; b. the nature of humankind as it relates to the past; c. the nature of humankind as it relates to culture; d. the nature of humankind as it relates to the environment; e. the nature of humankind as it relates to technology; f. the nature of humankind as it relates to economics; g. the nature of humankind as it relates to organization; h. the nature of humankind as it relates to authority; i. the nature of humankind as it relates to interaction and interdependence; j. the nature of humankind as it relates to individual responsibility.
Section 2: 2. Answer the question of the year: "Is the nature of humankind more that of an elastic band or that of an iron ring?"

III. 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 reader's response ("quick read")
- Written prompt response ("quick write")
- Direct instruction and modeling/thinking aloud of social studies skills: locate appropriate media; evaluate validity of sources; identify point of view and bias; distinguish between primary and secondary sources; formulate appropriate

research questions; write clearly; interpret graphical data; "sift" through data for relevancy within a single source; sort and group data from multiple sources; sequence events (developing historicity); locate places; define relevant terminology

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

IV. 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; 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 11)