

Bilingual Social Studies
Cliffside Park High School

August 2018

Unit Name: American Geography & Symbols

Duration: 4-6 weeks

Enduring Understanding:

- To familiarize themselves with the basic geography of the United States.
- Evaluate the role of politics in community life and representation.
- To investigate the role of symbols in American cultural identity.

Essential Questions:

- How many states are there in the United States and how are they unique?
- What are the physical features of the United States, i.e. mountain ranges, bodies of water, etc. ?
- Who are the elected officials in your local government?
- What steps can be taken to improve quality of life in local communities?
- What does the Pledge of Allegiance mean?
- What is the symbolic significance of the Statue of Liberty, the American flag (as well as flags in general), national anthems, holidays?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with Art teachers to create flags and color maps.

Assessments:

Formative:

- Class participation
- Vocabulary.com practice
- Writing prompts
- NEWSELA articles
- Worksheets via iCivics

Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

- Cumulative average of formalized classwork assessments and online resource work (NEWSELA/Vocabulary.com)

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.D.16.a: Analyze the impact of American culture on other world cultures from multiple perspectives.

English/ Language Arts and Social Studies/ History Literacy Standards

- NJLSA.R1 through NJLSA.R10
- NJLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJLSA.W6 through NJLSA.W9
- RH.9-10.1: Accurately cite strong and thorough textual evidence , to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

21st Century Standards

- CRP1: Act as a responsible and contributing citizen and employee.
- CRP2: Apply appropriate academic and technical skills.
- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11: Use technology to enhance productivity.

- CRP12: Work productively in teams while using cultural global competence.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● More challenging questions and tasks within the framework of existing assignments. ● Explore topics as they pertain to and exist in other countries and present findings with Google Slides. ● Continued practice of grammar skills modeled in work. 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom. ● Collaborate with ELL teachers to assist in appropriate accommodations. ● Use data from WIDA testing to assist in determining appropriate levels of scaffolding. ● Allow for use of Google translate and other similar resources. 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teachers to discuss individual modifications for each student

Unit Name: The Role of Government

Duration: 4-6 weeks

Enduring Understanding:

- To determine the components that define a sovereign state.
- To evaluate the need for government.
- To investigate where power is concentrated in various forms of government (i.e. representative democracy, direct democracy, totalitarianism).
- To define and establish criteria for “the social contract.”
- To assess the American historical precedent for limiting government and establishing rule of law.

Essential Questions:

- What is a sovereign state?
- Why do we need government?
- Who should rule over the public?
- Why are laws important?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with ESL teachers to reinforce grammar and vocabulary utilized in ESL/ELL classes.

Assessments:

Formative:

- Class participation
- Vocabulary.com practice
- Writing prompts
- NEWSELA articles
- Worksheets via iCivics

Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

- Cumulative average of formalized classwork assessments and online resource work (NEWSELA/Vocabulary.com)

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.h: Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.C.14.b: Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

English/ Language Arts and Social Studies/ History Literacy Standards

- NJSLSA.R1 through NJSLSA.R10
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJSLSA.W6 through NJSLSA.W9
- RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

21st Century Standards

- CRP1: Act as a responsible and contributing citizen and employee.
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- CRP11: Use technology to enhance productivity.
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Core Instructional Materials/Resources/Digital Tools:

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**Modifications to
Support**

Modifications to Support Our Learners

Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • More challenging questions and tasks within the framework of existing assignments. • Explore topics as they pertain to and exist in other countries and present findings with Google Slides. • Continued practice of grammar skills modeled in work. 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom. • Collaborate with ELL teachers to assist in appropriate accommodations. • Use data from WIDA testing to assist in determining appropriate levels of scaffolding. • Allow for use of Google translate and other similar resources. 	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Students will not be penalized for spelling and grammar errors • Teachers will meet with collaborative teachers to discuss individual modifications for each student

Unit Name: The U.S. Constitution

Duration: 4-6 weeks

Enduring Understanding:

- To trace the origins of the United States to the arguments of the Declaration of Independence.
- To evaluate the grievances of the Declaration of Independence and determine how grievances against a government should be handled.
- To investigate the Bill of Rights as an outline for other constitutional governments and contextualize current constitutional debates.

Essential Questions:

- What is the Declaration of Independence?
- What can be done if there are grievances against a government?
- What is a constitution?
- What rights are detailed in the Bill of Rights?
- Why are some amendments controversial?
- How can a constitution change?
- Should a constitution change?

- How does the Constitution impact current events?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with ESL teachers to reinforce grammar and vocabulary utilized in ESL/ELL classes.

Assessments:**Formative:**

- Class participation
- Vocabulary.com practice
- Writing prompts
- NEWSELA articles
- Worksheets via iCivics

Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

- Cumulative average of formalized classwork assessments and online resource work (NEWSELA/Vocabulary.com)

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time).
- 6.1.12.C.9.a: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.3.12.C.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

English/ Language Arts and Social Studies/ History Literacy Standards

- NJSLSA.R1 through NJSLSA.R10
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJSLSA.W6 through NJSLSA.W9
- RH.9-10.2: Determining the the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

21st Century Standards

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- CRP7: Employ valid and reliable research strategies.
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997

- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● More challenging questions and tasks within the framework of existing assignments. ● Explore topics as they pertain to and exist in other countries and present findings with Google Slides. ● Continued practice of grammar skills modeled in work. 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom. ● Collaborate with ELL teachers to assist in appropriate accommodations. ● Use data from WIDA testing to assist in determining appropriate levels of scaffolding. ● Allow for use of Google translate and other similar resources. 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teachers to discuss individual modifications for each student

Unit Name: Congress and the Presidency

Duration: 4-6 weeks

Enduring Understanding:

- To investigate the organizational structure of the legislative branch of government.
- To assess the importance of voting in a democratic republic.
- To determine and contextualize the financial concerns of passing laws.
- To investigate the role of the executive branch in American government.
- To establish how a presidential agenda shapes policy and legislation in the United States.
- To evaluate the role of interest groups in politics.

Essential Questions:

- What is Congress?
- How are the House of Representatives and the Senate organized?
- How are laws passed?
- Why is it important to vote?
- How does the government fund its laws and initiatives?
- What is the executive branch?
- What is a presidential agenda?
- How do interest groups affect the government?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with ESL teachers to reinforce grammar and vocabulary utilized in ESL/ELL classes.

Assessments:**Formative:**

- Class participation
- Vocabulary.com practice
- Writing prompts
- NEWSELA articles
- Worksheets via iCivics

Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

- Cumulative average of formalized classwork assessments and online resource work (NEWSELA/Vocabulary.com)

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.D.6.b: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.C.9.a: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.A.14.c: Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e: Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
- 6.1.12.A.14.f: Determine the extent to which non governmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

English/ Language Arts and Social Studies/ History Literacy Standards

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- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJSLSA.W6 through NJSLSA.W9
- RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

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Unit Name: The Court System

Duration: 4-6 weeks

Enduring Understanding:

- To outline the legal process in the United States, i.e. a typical court case.
- To explain the role of the appellate courts in the legal process.
- To investigate sources of law in the United States.
- To investigate the process of nominating Supreme Court justices and the politicization of said process.

- To contextualize the significance of at least one Supreme Court case. (Recommended: *McCulloch v. Maryland*).

Essential Questions:

- How does a court case proceed?
- Can a court decision be appealed? How?
- Where do the ideas of laws come from?
- How does one become a Supreme Court justice?
- How has the Supreme Court shaped American government and public life?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with ESL teachers to reinforce grammar and vocabulary utilized in ESL/ELL classes.

Assessments:**Formative:**

- Class participation
- Vocabulary.com practice
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Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

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Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- 6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- 6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

English/ Language Arts and Social Studies/ History Literacy Standards

- NJSLSA.R1 through NJSLSA.R10
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJSLSA.W6 through NJSLSA.W9
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

21st Century Standards

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- CRP2: Apply appropriate academic and technical skills.
- CRP7: Employ valid and reliable research strategies.
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- CRP11: Use technology to enhance productivity.
- CRP12: Work productively in teams while using cultural global competence.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint

- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
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Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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Unit Name: 21st Century Citizenship: Media & World Affairs

Duration: 4-6 weeks

Enduring Understanding:

- To define and contextualize foreign policy, especially in the United States.
- To (broadly) evaluate the progression of foreign policy throughout American history.
- To assess how conflicts between sovereign states are initiated and resolved.
- To determine the extent to which media influences the public and its institutions.
- To assess the responsibility of the media and public in exhibiting and/or limiting bias.

Essential Questions:

- What is foreign policy?

- Why is foreign policy important?
- Why do sovereign states engage in conflict?
- How are conflicts between sovereign states resolved?
- What is the role of the media in our lives?
- What is bias?
- How should we deal with bias when trying to find information?

Interdisciplinary Activities and Connections:

- Bilingual Social Studies teachers will work with ESL teachers to reinforce grammar and vocabulary utilized in ESL/ELL classes.

Assessments:**Formative:**

- Class participation
- Vocabulary.com practice
- Writing prompts
- NEWSELA articles
- Worksheets via iCivics

Summative:

- Vocabulary.com
- Unit tests

Benchmarks:

- Social Studies (EB1) benchmark exam administered by all Social Studies teachers upon completion of unit.

Alternative:

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Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.D.6.b: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.A.14.f: Determine the extent to which non governmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.B.14.a: Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
- 6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

English/ Language Arts and Social Studies/ History Literacy Standards

- NJSLSA.R1 through NJSLSA.R10
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- NJSLSA.W6 through NJSLSA.W9
- RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

WIDA Standards

- Standard 5 - Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

21st Century Standards

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