

WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

Office of Instruction

Course of Study

POWER, PRIVILEGE AND IMBALANCE IN AMERICAN SOCIETY -4678

Schools..... Westfield High School
Department..... Social Studies
Length of Course Semester
Credit2.5
Grade Level..... 11 and 12
Date.....

I. RATIONALE, DESCRIPTION, AND PURPOSE

The American experience is the product of the melding of distinct ethnic, racial and religious cultures into a unique entity embodied in American history. Each component of the American culture has made its own special contribution to the whole, reflecting tenacity and resilience in the face of trouble, and grace and pride in times of triumph. The course is designed to examine historical and contemporary issues pertaining to ethnic minorities. The theme of perspective and inclusion provides an arc that impacts the aforementioned studies of race and ethnicity in the United States. The role of politics, social perceptions, economics and geographical themes will provide students with the opportunity to expand their reading, writing, and critical thinking skills in the context of each unit.

The purpose of this course is to understand the barriers encountered by people of ethnic minorities and how those barriers were created and have changed America. Students will utilize course materials to develop insights as to socio-economic status and the role this classification plays in everyday life in America. Throughout the semester, students examine and identify power structures in American society and determine methods to reduce inequalities within those power structures for the benefit of American society.

The minority experience is an integral part of the American legacy, and as such, must be studied in the expanded context of American history. Similarly, an enlightened and scholarly approach to American history is contingent on true integration of the minority experience in its content. By having a course that examines power structures and provides the intellectual and theoretical tools to deconstruct them students will ideally develop a broader understanding of the minority experience within the scope of American history and society.

II. OBJECTIVES

The following objectives align with the NJ Student Learning Standards for Social Studies. These objectives also align with New Jersey Student Learning Standards for English

Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, New Jersey Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and 21st Century Life & Careers.

Students:

- A. Analyze and evaluate how white supremacy has been established in American society and the ways it continues to impact the African American, Native American, Hispanic, and Asian communities today
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Visual & Performing Arts 1.2
- B. Identify the concept of race and differentiate between the terms racism, prejudice, de jure and de facto segregation, institutional racism, personal racism, tolerance, and intolerance
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.4, RH.11-12.4
- C. Review the development of slavery within colonial and pre-Civil War American society in its economic, political and sociological contexts and differentiate the terms freemen, slave and indentured servant with emphasis on using the term “enslaved” versus “slave” when describing the historical experience of African-Americans
NJ Student Learning Standards for Social Studies 6.1, 6.3, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.1, RH.11-12.1
- D. Identify and explain the historical importance of individuals within the African American, Native American, Hispanic, and Asian community who have contributed to the history and culture of America from 1620 to the present
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.2, RH.11-12.2, RH.9-10.3, RH.11-12.3
- E. Evaluate the role money, power, and wealth plays in the lives of Americans from different backgrounds within American society and identify the intersectionality between race and class in America
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.10, RH.11-12.10
- F. Explain how American society has been structured to oppress African Americans, Native Americans, Hispanic Americans, and Asian Americans and explain how American society suffers from that oppression
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.3, RH.11-12.3, RH.9-10.6, RH.11 12.6, WHST 9-10.9
- G. Analyze and evaluate the historical importance and impact of specific civil rights movements, legislative initiatives, and judicial decisions as well as modern movements and organizations that utilize social media, civic engagement, and activism to promote equality and justice in American society
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.9-10.7, RH.11-12.7, RH.9-10.8, RH.11-12.8
NJ Student Learning Standards for Technology 8.1

- H. Assess the legacy of African American, Native American, Hispanic American, and Asian American people and culture and analyze the impact these cultures have had on the development of American history and society
NJ Student Learning Standard for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies WHST 9-10.8, WHST 11-12.8
NJ Student Learning Standards for Visual & Performing Arts 1.2
- I. Identify challenges facing contemporary African American, Native American, Hispanic, and Asian communities and how these challenges might be met and successfully managed
NJ Student Learning Standard for Social Studies 6.1, 6.2, 6.3
- J. Evaluate solutions to racial and ethnic tensions in America
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA SL.9-10.1, SL.11-12.1, SL.9-10.5, SL.11-12.5, SL.9-10.6, SL.11-12.6
NJ Student Learning Standards for 21st Century Life & Careers 9.1
- K. Promote a spirit of appreciation and understanding of diversity and dispel misleading notions and stereotypes which contribute to social inequities and injustices
NJ Student Learning Standards for Social Studies 6.3
NJ Student Learning Standards for ELA SL.9-10.2, SL.11-12.2, SL.9-10.3, SL.11-12.3, SL.9-10.4, SL.11-12.4
NJ Student Learning Standards 21st Century Life & Careers 9.1
- L. Extend and apply research skills
NJ Student Learning Standards for Social Studies 6.1, 6.2
NJ Student Learning Standards for ELA-Literacy in History/Social Studies, Science and Technical Subjects WHST.9-10.1, WHST.11-2.1, WHST.9-10.2, WHST.11-12.2, WHST.9-10.6, WHST.11-12.6, WHST.9-10.7, WHST.11-12.7, WHST.9-10.8, WHST.11-12.8
NJ Student Learning Standards for Technology 8.1
- M. Demonstrate listening, public speaking, technological, and writing skills
NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for Technology 8.1
- N. Display a knowledge, understanding, and practical use of the library/media center resources as they relate to the course content
NJ Core Curriculum Content Standards for Social Studies 6.1, 6.2, 6.3
NJ Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects WHST.9-10.9, WHST.11-12.9
NJ Student Learning Standards for Technology 8.1
- O. Work cooperatively in various activities relative to the course.
NJ Student Learning Standards for Social Studies 6.1, 6.3
NJ Student Learning Standards for English Language Arts SL.9-10.1, SL.11-12.1
NJ Student Learning Standards for 21st Life & Careers 9.1

III. CONTENT, SCOPE, AND SEQUENCE

This course is based on the theoretical framework of Critical Race Theory which is a legal approach that emerged out of the Civil Rights movement in order to identify and attack the inequalities faced by racial and ethnic minorities. When applied to education, it involves providing curricula that emphasize the role of race in every aspect of American society. Throughout the semester students examine the historical contexts that created the inequalities. Unit topics give voice to groups who have suffered from systemic oppression, and develop theoretical and practical ways for students to deconstruct the power structures

that create inequalities. Starting from an examination of white supremacy and its historical context. Critical Race Theory is used to examine the African American experience. Subsequently, case studies, including Native American Critical Race Theory, Hispanic American Critical Race Theory, and Asian American Critical Race Theory are explored to illuminate students' understanding of the minority experience within the scope of American history. Units I-II are required, Units III-V are incorporated based on student interest and time.

A. UNIT I – The Structures Created by White Supremacy (suggested time: 4 weeks)

Essential Question: How do we define privilege? How was white supremacy established in American society and in what ways does it continue today?

Guiding Content Questions:

How did the definition of race emerge? Which social class and ethnic groups benefited the least from the social, economic, cultural, and technological changes in America from colonial times to current day? How do the definitions of racism and prejudice differ? What is the difference between tolerance and intolerance? Explain factors that led to racial and ethnic tensions in America and abroad? How did historical elements such as the call for nativism lead to the rise of groups such as the KKK and, ultimately, to current examples of hate crimes? How did historical and current legislations impact race relations in America?

Content Outline:

1. Age of Exploration/Trans-Atlantic Slave Trade/Imperialism
2. Agrarian/Industrial Society
3. The creation of the concept of Race
4. Eugenics
5. The creation of whiteness
6. Immigration in the early 20th Century
7. Institutional Racism vs. Personal Racism
8. “The White Man’s Burden”
9. Media/Literature
 - a. Historic Portrayals
 - b. Contemporary Portrayal
 - c. Multiple Perspectives

B. UNIT II – African American Critical Race Theory (suggested time: 4 weeks)

Essential Questions: In what ways has American society been structured to oppress African Americans? Does American society suffer from that oppression? What is the legacy of the African people and their culture and how does it impact the development of American history and society?

Guiding Content Questions:

What were the unique factors and resulting experiences that defined the American experience for Africans brought to the English colonies after 1620? What social, political and economic circumstances allowed the nation to disregard the quest for civil rights and freedoms for African Americans, as outlined in our founding documents? What factors should be most considered in evaluating African American progress and citizenship in the late 20th and 21st centuries in the light of recent events?

Content Outline:

1. Critical Consciousness
2. W.E.B. Du Bois
3. Gloria Ladson-Billings
4. Civil Rights Movement - Legal
5. Civil Rights Movement - Cultural
6. “Colorblindness”
7. Multiculturalism/Diversity
8. Housing Discrimination/School Segregation/Mass Incarceration/Police Brutality
9. Black Lives Matter movement
10. Media/Literature
 - a. Historic Portrayals
 - b. Contemporary Portrayal
 - c. Multiple Perspectives

C. UNIT III – Native American Critical Race Theory (suggested time: 4 weeks)

Essential Questions: In what ways has American society been structured to oppress Native Americans? Does American society suffer from that oppression? What is the legacy of Native Americans and their culture and how does it impact the development of American history and society?

Guiding Content Questions:

What role has access to money, power and wealth play in the lives of Americans from different backgrounds within American society? What barriers have restricted marginalized groups/people? How was historical class structures organized? What is the definition of class consciousness? How has class consciousness resulted in change? Is it possible to move up in class in America? What factors should be most considered in evaluating Native American progress and citizenship in the late 20th and 21st centuries in the light of recent events?

Content Outline:

1. Age of Exploration
2. Colonial Period
3. “Trail of Tears”
4. Reservations
5. Relationship between Nations vs. State
6. Examples of Native American cultures
7. Mascots
8. Media/Literature
 - a. Historic Portrayals
 - b. Contemporary Portrayal
 - c. Multiple Perspectives

D. UNIT IV – Hispanic American Critical Race Theory (suggested time: 4 weeks)

Essential Questions: In what ways has American society been structured to oppress Hispanic Americans? Does American society suffer from that oppression? What is the legacy of Hispanic peoples and their culture and how does it impact the development of American history and society?

Guiding Content Questions:

What led to the rise of equal rights activism for Hispanic Americans? How did local, state, and federal legislation restrict equal rights for this group? What issues inspired activists to demand social change in America? What terms and cultural norms developed within the community to establish a common culture? Did the efforts of local, state, federal governments and rights activists lead to change or are institutions and agents encountering similar issues? What factors should be most considered in evaluating Hispanic progress and citizenship in the late 20th and 21st centuries in the light of recent events?

Content Outline:

1. Age of Exploration
2. Spanish/Portuguese/French colonialism
3. History of U.S./Mexican relations
4. Immigration from the rest of Latin America
5. Immigration
6. Illegal Immigration
7. Deferred Action of Childhood Arrivals (DACA)
8. Border Wall
9. North American Free Trade Agreement (NAFTA)

10. Media/Literature
 - a. Historic Portrayals
 - b. Contemporary Portrayal
 - c. Multiple Perspectives

E. UNIT V - Asian American Critical Race Theory – (suggested time: 4 weeks)

Essential Questions: In what ways has American society been structured to oppress Asian Americans? Does American society suffer from that oppression? What is the legacy of Asian peoples and their culture and how does it impact the development of American history and society?

Guiding Content Questions:

What led to the influx of immigration from East Asian countries throughout American history? What role does American foreign policy play in perceptions and treatment of Asian Americans? What are the origins of the stereotype of the “model minority” and what does it mean for Asian Americans? For all Americans? What role does globalization and economics play in perceptions and treatment of Asian Americans?

Content Outline:

1. European Imperialism in Asia
2. History of Asian Immigration
3. Chinese Exclusion Acts
4. Japanese Internment
5. Vietnam War
6. Iraq Wars/War on Terror
7. “Model Minority”
8. Anti-Islamic Sentiment
9. Current economic issues
10. Media/Literature
 - a. Historic Portrayals
 - b. Contemporary Portrayal
 - c. Multiple Perspectives

IV. INSTRUCTIONAL TECHNIQUES:

A variety of instructional techniques are utilized that encourage students to become active participants in the learning process and accommodate the readiness levels, interests and learning styles of all learners. Such techniques include:

- A. Lecture, Socratic questioning, teacher facilitated discussion
- B. Inquiry-oriented activities, cooperative learning in small and large groups, student-led discussions and/or presentations, independent and/or cooperative research

- C. Utilization of varied documentary and literary materials on the diverse influences in the area of racial and ethnic studies
- D. Student-centered activities such as small and large group discussions, and deliberative dialogue
- E. Problem-solving activities that require research, evaluation, discussion, and possible resolution of real-world problems
- F. Research-based activities that encourage students to draw their own conclusions based on information gathered from multiple sources
- G. Use of instructional technology
- H. Graphic organizers to scaffold and organizing content information
- I. For strategies to differentiate for special education students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans, please consult the Accommodations and Modifications appendix in the appendices section of this document.

V. **EVALUATION**

A variety of assessments are used to evaluate student progress toward the stated goals. Evaluation methods reflect the curricular goals and philosophy of the social studies program. Such methods include:

- A. Baseline and benchmark assessments
- B. Formative assessments
- C. Student self-assessments
- D. Participation in small and large group discussions and activities
- E. Cooperative group assignments
- F. Problem-based projects
- G. Research-based projects
- H. Oral presentations
- I. Non-fiction and creative writing
- J. Tests and quizzes

VI. PROFESSIONAL DEVELOPMENT

The following recommended activities support this curriculum:

- A. Attend professional development courses/workshops to learn about instructional strategies and new resources that can enrich course content
- B. Collaboration with supervisors and colleagues to utilize essential questions and homework in the design of unit plans and assessments.
- C. Attendance at professional conferences and reading newspapers, magazines and books to enhance content knowledge and learn student-centered instructional techniques
- D. Departmental meetings to share lesson ideas and instructional strategies with colleagues
- E. Attend conferences/workshops relating to best practices in ethnic and racial studies, equity and diversity, civil discourse, deliberative dialogue and Critical Race Theory.

ADDENDUM COURSE RESOURCES

Theoretical Framework and Research- Selected research and scholarly writing by the following experts;

Meira Levinson, Professor, Harvard Graduate School of Education

Making Civics Count (Harvard Education Press, 2012)

No Citizen Left Behind (Harvard University Press, 2012)

What Can Schools Do To Promote Civil Dialogue? By M. Levinson

Gloria Ladson-Billings, Kellner Family Chair in Urban Education. University of Wisconsin School of Education

Boyz to men? Teaching to restore Black boys' childhood. *Race, Ethnicity and Education.* 14(1), 7-15.

Bryan McKinley Jones Brayboy, Assistant Professor, University of Utah

Toward a Tribal Critical Race Theory in Education, *The Urban Review,* Vol. 37, No. 5, December 2005 (2006) DOI: 10.1007/s11256-005-0018-y Published Online: March 14, 2006

Informational and Literary Works- Selected readings and excerpts;

White Privilege: Unpacking the Invisible Backpack by Peggy McIntosh

The Origins of "Privilege" by Joshua Rothman

The Vanishing Middle Class: Prejudice and Power in a Dual Economy by Peter Temin

When Grit Isn't Enough: A High School Principal Examines How Poverty and Inequality Thwart the College-for-All Promise (non-fiction) by Linda F. Nathan

The Fire This Time (anthology of essays) edited by Jesmyn Ward

The Fire Next Time by James Baldwin

The Men We Reaped (memoir) by Jesmyn Ward

Piecing Me Together (novel) by Renee Watson
www.t-t.site/piecingtogether (student discussion guide)

What Do We Do With A Difference? (poem) by James Berry

The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League by Jeff Hobbs

White Rage by Carol Anderson

White Trash by Nancy Eisenberg

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander

Just Mercy by Bryan Stevenson

Why Are all the Black Kids Sitting Together in the Cafeteria? (updated 2017 ed) by Beverly Tatum

Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools selected chapters, Chapter 2 'Race Theory' and Chapter 8 'White Paper, Red Paper' (available from Facing History and Ourselves)

Media- Selected films, documentaries, and series;

I am not your Negro (film)

Crash (film)

Gran Torino (film)

Loving (film)

Broken on All Sides (documentary) by Matthew Pillischer

Race and the Power of Illusion- The Difference Between Us (PBS series)

The Talk: Race in America (PBS series) by Sam Pollard

Beyond the Hate (documentary) by Bill Moyers

Foundations and Organizations

SEED (Seeking Educational Equity and Diversity)

Facing History and Ourselves

The Choices Program

Teaching Tolerance

Equal Justice Initiative

APPENDIX I

New Jersey Student Learning Standards for Social Studies

STANDARD 6.1: (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

STANDARD 6.2: (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

STANDARD 6.3: (Active Citizenship in the 21st-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX II

New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

RH.9-10, 11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10, 11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10, 11-12.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10, 11-12.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10, 11-12.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10, 11-12.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10, 11-12.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10, 11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

WHST.9-10, 11-12.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10, 11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10, 11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10, 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10, 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis reflection, and research.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX III

New Jersey Student Learning Standards for English Language Arts

ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING

SL.9-10, 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10, 11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10, 11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.9-10, 11-12.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10, 11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10, 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX IV

New Jersey Student Learning Standards for Visual & Performing Arts

STANDARD 1.2: (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX V

New Jersey Student Learning Standards for Technology

STANDARD 8.1: (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX VI

New Jersey Core Curriculum Content Standards 21st Century Life & Careers

STANDARD 9.1: (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

APPENDIX ??

Integrated Accommodations and Modifications for Special Education Students, English Language Learners, Students at Risk of School Failure, Gifted and Talented Students, and Students with 504 Plans (N.J.A.C. 6A: 8)

Special Education
ENVIRONMENT
Preferential Seating
Adjust time for completion of assignments when needed
Adjust length of assignments when needed
Allow additional oral response time
Break tasks (including long range assignments) into manageable steps
Provide copies of notes
Reduce the number of problems on a page
Provide assistance with organizing a notebook or folder
Repeat/ clarify directions when needed
Make frequent checks for work/assignment completion.
Modify homework and class work if needed

Extend time on tests/quizzes
Provide study guides for tests
Provide oral component when needed
Modify format when needed- (ex: limit choices, word bank, shortened written responses)
Allow a private workspace when needed (study carrel, separate desk, desk away from the group)
Allow opportunities for movement (e.g., help with supplies, change to different part of room to work, carry messages to office)
Assist the student to keep only the materials required for the lesson on the desktop
Provide a seat away from distractions (or noise)
MATERIAL/BOOKS/EQUIPMENT
Allow use of a calculator
Allow use of a number line
Allow use of counting chips
Modify worksheets
Provide visual aids (pictures, flash cards, etc.)
Provide auditory aids (cues, tapes, etc.)

Use manipulatives

Provide hands-on learning activities

INSTRUCTIONAL STRATEGIES

Check work in progress

Provide immediate feedback

Provide extra drill/practice

Provide review sessions

Provide models

Highlight key words

Provide pictures/charts

Use mnemonics

Support auditory presentations with visuals

Have student restate information

Provide lecture notes/outline

Give oral reminders

Give visual reminders

Review directions

Use graphic organizers

Assign partners

Repeat instructions

Display key vocabulary

Monitor assignments

Provide visual reinforcement

Provide concrete examples

Use vocabulary word bank

ORGANIZATION

Post assignments

Provide a desktop list of tasks

Give one paper at a time

Provide extra space for work

List sequential steps

Provide folders to hold work

Post routines

Use pencil box for tools

Reorganize poorly designed worksheets to create simple, easy-to-follow layouts and formats

Give advance warning when transition is going to take place

Provide structure for success

Provide a contract, timer, etc., for self-monitoring

Give the student a prompt when he/she is off task (e.g., move close to the student, speak to the student, etc.)

TEST/QUIZZES/TIME

Give prior notice of test

Provide oral testing

Provide extra time for written work

Provide modified tests

Rephrase test questions/directions

Preview test procedures

Provide shortened tasks

Provide extra time for tests

Read test to student

Provide test study guides

Limit multiple choice options

Provide extra time for projects

Pace long term projects

Simplify test wording

Provide hands-on projects

Allow extra response time

ENGLISH LANGUAGE LEARNERS

GRADING

Standard Grades vs. Pass/Fail

CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT

Pre K-K WIDA CAN DO Descriptors

Grades 1-2 WIDA CAN DO Descriptors

Grades 3-5 WIDA CAN DO Descriptors

Grades 6-8 WIDA CAN DO Descriptors

Grades 9-12 WIDA CAN DO Descriptors

SIOP COMPONENTS AND FEATURES

PREPARATION

Write content objectives clearly for students

Write language objectives clearly for students

Choose content concepts appropriate for age and educational background levels of students

Identify supplementary materials to use

Adapt content to all levels of students proficiency

Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking

BUILDING BACKGROUND

Explicitly link concepts to students' backgrounds and experiences

Explicitly link past learning and new concepts

Emphasize key vocabulary for students

COMPREHENSIBLE INPUT

Use speech appropriate for students' proficiency level

Explain academics tasks clearly

Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)

STRATEGIES

Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)

Use scaffolding techniques consistently throughout lesson

Use a variety of question types including those that promote higher-order thinking skills throughout the lesson

INTERACTION

Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses

Use group configurations that support language and content objectives of the lesson

Provide sufficient wait time for student responses consistently

Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text

PRACTICE/APPLICATION

Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

Provide activities for students to apply content and language knowledge in the classroom

Provide activities that integrate all language skills

LESSON DELIVERY

Support content objectives clearly

Support language objectives clearly

Engage students approximately 90-100% of the period

Pace the lesson appropriately to the students' ability level

REVIEW/EVALUATION

Give a comprehensive review of key vocabulary

Give a comprehensive review of key content concepts

Provide feedback to students regularly on their output

Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives

STUDENTS AT RISK OF SCHOOL FAILURE (I&RS RESOURCE MANUAL)

ACADEMICS

Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)

Literacy Support Interventions (Appendix B of IS forms)

Prompt before directions/questions are verbalized with visual cue between teacher and student

Task list laminated and placed on desk for classroom routines and organization

Preferential seating

Provide structure and positive reinforcements

Sustained working time connected to reward (If/Then statement)

Frequently check for understanding

Graphic organizers

Tracker

Slant board

Access to accurate notes
Additional time to complete tasks/long-term projects with adjusted due dates
Limit number of items student is expected to learn at one time
Break down tasks into manageable units
Directions repeated, clarified, or reworded
Frequent breaks during class
Allow verbal rather than written responses
Modify curriculum content based on student's ability level
Reduce readability level of materials
Allow typed rather than handwritten responses
Use of calculator
Use of a math grid
Provide models/organizers to break down independent tasks
Access to electronic text (e.g. Downloaded books)
Provide books on tape, CD, or read aloud computer software
Provide opportunities for using a Chromebook as well as assistive technologies
Provide buddy system
Adjust activity, length of assignment, and/or number of problems, including homework

Provide assessments in a small group setting

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Communication with parents

Gradual release of responsibility related to writing prompts (Proximity, Sentence Starter, Attempt independently)

Rubric-based checklist

Target specific number of details and focus on organization with post-its

Accept late work/homework without penalty

Previewing material (access to PowerPoint slides, novels, syllabus, study guides when available)

SOCIAL/EMOTIONAL

Children's books addressing presenting problem

Student jots down presenting problem and erase when it goes away

Meet with guidance counselor

Student jots down presenting problem and erase when it goes away

Attendance plan

Utilize nurse during episodes of presenting problem

Provide short breaks

Attendance plan

Communication with parents

Assign "jobs" to reduce symptoms

Counseling check-ins

Praise whenever possible

ATTENTION/FOCUS

Seat student near front of room

Preferential seating

Monitor on-task performance

Arrange private signal to cue student to off-task behavior

Establish and maintain eye contact when giving oral directions

Stand in proximity to student to focus attention

Provide short breaks when refocusing is needed

Use study carrel

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Refocusing and redirection

Behavior/time management system

Group directions 1 step at a time

Assign "jobs" to reduce symptoms

Arrange physical layout to limit distractions

Frequently ask questions to engage student

Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance

Extended time on assignments/assessments

Provide assessments in a small group setting

Provide buddy system

Establish and maintain eye contact when giving oral directions

Permit the use of headphones while working

SCHOOL REFUSAL/ELEVATED ABSENTEEISM

Attendance plan

GIFTED AND TALENTED STUDENTS

CURRICULUM

Acceleration

Compacting

Telescoping

Advanced Placement Courses

INSTRUCTION

Grouping

Independent Study

Differentiated Conferencing

Project-Based Learning

Competitions

Cluster Grouping Model with Flexible Grouping

Differentiated Instruction

Summer Work

Parent Communication