

# **Social Studies Program Evaluation**

## **Secondary Level (Grades 9-12)**

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**The Program Evaluation began in June, 2013 and continued through the 2013-14 school year.  
The period of time was approximately 18 months.**

## Social Studies Program Philosophy

“The Bernards Township Social Studies program is committed to guiding students in the acquisition of *knowledge, skills and habits of mind* that will enable the students to interpret and analyze the society in which they live and will inspire in students a desire to become thoughtful, reasoned and active participants in their communities.”

### *Knowledge*

Students require content knowledge as a basis for developing inquiry based learning. Answering compelling questions guides the content of history, civics, economics, and geography.

- The study of **history** is required to explain the present, and to establish the connection of students’ own lives to the past. In order to identify change and continuity over time, and to discern historical cause and effect relationships, understanding chronology of eras and pivotal events is essential.
- Students are encouraged to understand the values and principles of American Democracy and apply **civic** virtue in the classroom through open discussion, independent thought and respectful dissent.
- Students benefit from understanding that **economic** forces shape history and the present, and this is essential for students to be informed global citizens.
- **Geographic** knowledge and reasoning is essential to understand local, domestic, and global issues. Students need to understand the Earth’s physical, human, and political features to aid them in decision making.

### *Skills*

Students need to seek quality sources and evidence to expand their understanding.

- Reading critically is essential in order to discern the differences between evidence, facts, and someone’s point of view.
- Developing a perspective or a claim that is supported with evidence is the foundation for learning
- Collaboration enhances and develops understanding.
- Identifying and practicing strategies for tackling local, regional, and global issues is critical.
- Participation within a class culture in which each student is encouraged to find his or her voice through open discussion, independent thought and respectful dissent. Everyone is encouraged to participate, everyone is cared for, and respect for one another is fundamental.

### *Thinking and questioning*

The purpose of a social studies class is to create learning experiences that foster intellectual curiosity and imagination based on disciplined study. Questioning is the foundation for lifelong learning with an open mind, thus the development of compelling questions and of planning inquiries underpins social studies.

## **Curriculum and Instruction**

The curriculum of the Bernards Township School District will reflect the best research on curriculum content, student learning and assessment/evaluation. All curricula will foster critical thinking, problem solving and decision making strategies. The ever changing and evolving nature of the Bernards Township curriculum will address the development of emergent technologies and information literacy. The K-12 articulated Bernards Township curriculum as process-oriented, student-centered and integrated programs will nurture the following:

- development as life-long learners
- experiences and situations that prepare students for entry into society, various careers and/or higher learning
- active participation in the learning process

## **Bernards Township Mission Statement**

The mission of the Bernards Township School District is to provide a superior education which results in academic excellence, responsible behavior, good citizenship and fosters social-emotional development so that ultimately each student will be able to:

- maximize his/her potential
- become a contributing member of society
- develop a commitment to life-long learning

## History of the Program

The Social Studies Program was evaluated in 1996, 2003, and 2008. Until 2004, the department was supervised by an administrator responsible for both social studies and world languages, and at times for Language Arts. This individual served as a liaison between the department and the administration at the building and district level. In 2004, a separate district level social studies supervisor was created to oversee the program. From 2009-2011, the supervisor position was reduced to a ten-month position. Supervisors were restored to 12 month positions for SY 2011-12.

## Current Status of Social Studies Faculty

There are currently 16 faculty members in the Social Studies Department at Ridge High School. Of those 16, 10 (31%) have Master's degrees from Rutgers, University of Maine, Villanova, George Mason, East Stroudsburg, TCNJ, Boston College, and Kean University. An additional two of the teachers are matriculated in degree programs at Drew University and a Certificate Program at Rutgers. There are 12 tenured and 4 non-tenured social studies staff members at Ridge High School. There are currently 11 faculty members in the Social Studies Department at William Annin Middle School. Of those 11, 9 have Masters Degrees, and 1 of the teachers is matriculated in a degree program at Mary Grove University. There are 8 tenured and 3 non-tenured staff members at William Annin Middle School.

## Required and Elective Program

There are 80 sections of social studies currently being taught at Ridge High School with an average class size of 25 students. At William Annin Middle School, there are 55 sections of social studies taught with an average class size of 25 students. The department offers a number of required and elective courses. Table 1 (Page 5) details each course and its latest revision.

## Unique Program Components

- All required courses are offered at the college preparation level and honors level, as well as Themes for our special education students. Students must meet pre-determined criteria to be enrolled in Themes, Honors or Advanced Placement courses.
- Students who qualify for, and elect to take AP U.S. Politics and AP Macroeconomics, do so in lieu of History of U.S. Government and Economics (CP/Honors), and fulfill one year of the two year U.S. History graduation requirement.
- There are six AP courses taught in the Social Studies Department at Ridge High School. Enrollment and exam scoring data are highlighted on Page 6. AP Microeconomics/Personal Financial Literacy was added in 2014-15.
- American History students (in all levels) are required to complete 25 hours of community service. The community service requirement is an authentic and experiential educational requirement that illustrates a critical component in American society; the spirit of volunteerism as well as the contributions that have been made in the development of American society by individuals and groups. Students are required to reflect on their experience by writing a letter to freshmen that describes their volunteer organization and its strengths and weaknesses. Students who fail to complete their 25 hours lose one letter grade in their 4<sup>th</sup> marking period grade.
- Students in Honors History of U.S. Government and Economics participate in Project Citizen, an active citizenship program, previously federally funded.
- Two elective courses run CP and Honors concurrently, with CP and Honors students combined in same classroom. Students who qualify for the Honors Option complete additional coursework that extends the core curriculum to broaden their analysis and go into further depth.

## Course Overview/Revision Timeline

Course Title	Required / Elective	Grade Level	Semester/ Full Year	Date Established	Last Revision
World History/Honors World History <i>(Global History 2/Honors Global History 2 beginning SY 2014-15)</i>	Required	9	Year	Prior to 1996	2014*
American History/Honors American History	Required	10	Year	2003	2011 - CP 2009- Honors
History of U.S. Government and Economics/Honors History of U.S. Government and Economics	Required	11	Year	Prior to 1996 * Honors re-instituted 2011-12	2011 - Honors 2012 - CP
AP U.S. Politics and AP Macroeconomics	Elective*	11	Year	Prior to 1996	2009
Psychology	Elective	11-12	Semester	Prior to 1996	2008
Sociology*	Elective	11-12	Semester	Prior to 1996	2009
Honors Sociology*	Elective	11-12	Semester	2009	N/A
Non-Western Cultures	Elective	11-12	Semester	1999	2006
History of the Middle East	Elective	11-12	Semester	2005	2012
Genocide & Human Behavior <i>(renamed 2010)</i>	Elective	11-12	Semester	2005	2005
Current Issues in Contemporary America <i>(renamed 2013)</i>	Elective	12	Year	1999	2012
Honors Current Issues in Contemporary America	Elective	12	Year	2013	N/A
AP European History	Elective	10-12	Year	2001	2001
AP US History <i>(Course re-design by College Board beginning SY 2014-15)</i>	Elective	12	Year	Prior to 1996	2014
AP Psychology	Elective	11-12	Year	2003	2009
AP Human Geography	Elective	10-12	Year	2012	N/A
AP Microeconomics/Personal Finance <i>*New course SY 2014-15</i>	Elective/ Grad. Req.	11-12	Year	2014	N/A

## Student Performance on Social Studies Advanced Placement Exams

	2007-2008		2008-2009		2009-2010		2010-2011		2011-12		2012-13		2013-14		
	<i>Exam s Take n</i>	<i>% Scored 3-5</i>	<i>Exams Taken</i>	<i>% Scored 3-5</i>	<i>Exa ms Take n</i>	<i>% Scored 3-5</i>	<i>Exams Taken</i>	<i>% Scored 3-5</i>	<i>Exams Taken</i>	<i>% Scored 3-5</i>	<i>Exams Taken</i>	<i>% Scored 3-5</i>	<i>Exams Taken</i>	<i>Mean Score</i>	<i>% Scored 3-5</i>
<b>U.S. Politics</b>	120	<b>82</b>	142	<b>91</b>	154	<b>87</b>	179	<b>85</b>	167	<b>86</b>	157	<b>99</b>	106	<b>4.29</b>	<b>100</b>
• NJ													4,630	3.18	69
• US													270, 831	2.62	51
<b>Macro- economics</b>	117	<b>96</b>	140	<b>95</b>	157	<b>89</b>	180	<b>88</b>	167	<b>92</b>	156	<b>96</b>	103	<b>4.5</b>	<b>99</b>
• NJ													3,491	3.37	73
• US													109, 336	2.84	57
<b>European History</b>	47	<b>100</b>	49	<b>98</b>	73	<b>99</b>	38	<b>90</b>	11	<b>100</b>	26	<b>100</b>	21	<b>4.19</b>	<b>95</b>
• NJ													2,680	3.06	72
• US													108, 630	2.64	59
<b>Psychology</b>	155	<b>96</b>	220	<b>97</b>	150	<b>95</b>	178	<b>92</b>	183	<b>98</b>	193	<b>95</b>	179	<b>4.36</b>	<b>96</b>
• NJ													8,426	3.49	77
• US													252, 872	3.08	65
<b>U.S. History</b>	42	<b>88</b>	55	<b>80</b>	74	<b>97</b>	67	<b>88</b>	83	<b>71</b>	39	<b>95</b>	29	<b>4.31</b>	<b>97</b>
• NJ													13, 398	3.31	70
• US													460, 439	2.76	52
<b>Human Geography</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83	<b>94</b>	103	<b>4.5</b>	<b>98</b>
• NJ													972	2.87	58
• US													134, 784	2.63	52
<b>TOTAL</b>	<b>481</b>	<b>92%</b>	<b>606</b>	<b>93.5%</b>	<b>608</b>	<b>92%</b>	<b>642</b>	<b>88%</b>	<b>611</b>	<b>89.5%</b>	<b>654</b>	<b>96%</b>	<b>541</b>		<b>98%</b>

- Overall, student performance on Social Studies Advanced Placement exams have remained consistent or improved over the last seven years.
- The pre-requisite for AP Government & Politics/AP Macroeconomics changed in SY 2012-13. The primary reason for the change was to more appropriately place students in CP, Honors or AP Government/Economics. Although passing scores were above 80% on the AP Government & Politics and AP Macroeconomics exams, the degree to which students struggled through the course indicated that they were not sufficiently prepared. The increase in the percentage of passing scores on both of these exams would indicate that this change was appropriate.
- Student performance on Social Studies Advanced Placement exams last year was far above both state and national passing rates on all exams and scored far above the mean scores on each exam.

## Summary of Changes Since 2008 Program Evaluation

*The Program Evaluation of 2007-2008 made the following recommendations:*

- Explore the possibility of offering courses which allow students to either receive college prep or honors credit concurrently.
- Align psychology to the National Standards for Psychology.
- Add new elective, Human Geography or Art History, in which students can opt to receive honors or AP credit.
- Provide staff development to ensure consistent standards in courses taught by multiple teachers. Suggestions include:
  - ❖ Reading and Writing in the Content Area
  - ❖ Evaluating Class Discussions
  - ❖ Using the Tablet PC to Enhance Instruction
  - ❖ Rubric Design and Implementation

*The majority of these recommendations were accomplished:*

- Two courses added an Honors Option: Sociology and Current Issues in Contemporary America. Both levels of the course are taught concurrently, and students who opt to earn Honors credit complete extension activities that require students to study the CP content at a deeper level, making more connections. Honors option students are also required to assume a leadership role in the classroom; leading discussions, moderating debates, etc.
- The CP (College Prep) Psychology course curriculum was revised in 2008 and the AP Psychology course curriculum was revised in 2009. Both the now fully aligned to the National Standards for Psychology.
- AP Human Geography was implemented in SY 2012-13. Initially budgeted for one section (30 students), three additional sections were added when 103 students enrolled in the first year. Enrollment in year 2 (2013-14) increased to 153. This does not include an Honors Option.
- Staff Development courses have been offered in the following:
  - *Using the Tablet PC to Enhance Instruction*
  - The staff development recommendation has not yet been accomplished. The department has taken on some of these initiatives, and others, as part of regular department meetings including the development of an articulated writing program across the social studies program and Academic Integrity. This remains an area in need of attention.

### Upcoming changes:

- Implementation of Global History II at Ridge SY 2014-15, replacing full survey World History
- Revision of AP U.S. History Curriculum SY 2014-15
- Addition of AP Microeconomics/Personal Financial Literacy
- Revision of AP European History Curriculum SY 2015-16

## District Comparison

The District Comparison Chart on Page 27 includes districts formerly classified as a J District Factor Group and other districts recognized for their outstanding student achievement.

Of the 12 districts included, 5 have a Modified Rotating Drop Schedule with 60 minute class periods that meet 4 times per week, 5 have a traditional schedule with approximately 42 minute class periods and 1 has an A/B Block schedule with 84 minute class periods. Every district has 8 academic periods. The majority of teachers in the Social Studies Department consistently report that 41 minute periods significantly impacts their ability to meet all of our knowledge and skill objectives. They feel instead as though they are rushing daily to meet all of the course requirements. It is noteworthy that the majority of similar districts provide a longer instructional period.

There is some variation in the scope and sequence of the required program in these districts. Ten of the twelve districts include World History (or Global History or World Cultures) in Grade 9, while the remaining 2 districts place the World History graduation requirement in Grade 11. Only Ridge High School has a Government and Economics course as part of the required program, making this a very unique feature of the Bernards Township School District Social Studies program, one we believe provides our students with a great advantage by examining in depth both Civics and Economics.

Ridge High School requires 3 years of social studies for graduation, which is the state requirement. Two districts (Millburn and Mountain Lakes) require students to complete more than the state requirement. Millburn requires a semester of Genocide & Human Rights and an elective course of the students' choice. Mountain Lakes requires a semester of Economics.

The elective programs in these 12 districts vary widely. The number of AP courses in each district ranges from 3-7. The number of Honors electives ranges from 0-15. The number of CP electives ranges from 1-11. Only three districts offer more electives than Ridge High School. Only Ridge High School offers an Honors option, where CP and Honors students are concurrent and qualified students can opt to take the course at either level of rigor. We believe that this creates a more diverse classroom and improves the overall classroom environment. Across all of the districts, the topics of elective course offerings varies greatly and is most likely representative of teacher and student interest in those districts.



## Teacher Surveys: Summary

Ridge High School Social Studies teachers were surveyed in June, 2013 on google forms. The teacher survey posed twenty-eight questions. The first sixteen were scored on a scale of 1-5 (1: "Strongly Agree"; 5: "Strong Disagree"). The remaining questions provided various multiple-choice options or sought open-ended responses. Thirteen teachers (out of 16) responded to the survey. On the "Strongly Agree/ Strongly Disagree" prompts, the average responses fell in between 1.7 and 2.7. The mode was an overwhelming 2. Only two responses in the entire survey were answered with a "Strongly Disagree." The other responses were tallied to show the most popular preferences to the options provided, and the open-ended responses were left as they were presented in the survey results.

The survey results acknowledged the strong work-ethic and commitment of the teachers in the Social Studies Department at Ridge High School. The teachers were also more than satisfied with the current status of the social studies program. While teachers acknowledged a desire to improve, there was also resistance to change for the sake of change. In considering changes, teachers urged the need to be mindful of maintaining balance. One concern that appeared repeatedly in the survey was that we are rushing to do a lot already, and this fast paced "breadth," could jeopardize quality of "depth." Therefore, teachers urged caution in making changes, and not to add new initiatives without abandoning others to make room.

The teachers felt that the Social Studies program helps students see a relationship between what they are studying and their everyday lives. This could be a carry-over from the "rigor and relevance" era in our district. Most of our curriculums were written to forge the link between the subject's content and the everyday world. One of the more agreed upon statements in the entire survey was, *"The Social Studies program appropriately prepares students to become an active participant in their community."* The community service requirement and the year of government probably played a role in the positive responses.

The teachers identified a number of weaknesses in the survey that formed the basis for many of our Program Recommendations. These include a lack of common/shared planning time with colleagues and in class support teachers, technology issues, lacking variety in elective offerings, too heavily packed curriculum, a lack of interdisciplinary connections, less available for weaker students and too much reliance on project-based learning. Conversely, the teachers identified a number of strengths in our program. First and foremost, the teachers were in agreement that our greatest asset is the quality of our instructional staff. The Ridge High School Social Studies Department is made up of dedicated, qualified and caring teachers who work well together. In addition, the teachers felt that their students are generally interested in the content of the courses, we have great resources that help teachers make the content come alive for students, strong professional relationships, strong supervision, many choices available for the student who is interested in social studies and history including a variety of Advanced Placement courses, a very good overall vision and that our program prepares students for active citizenship.

The teachers were asked the following questions:

<i>1. The Social Studies program is preparing students to deal with issues and problems they will face in the future.</i>	<i>14. Teachers at our school demonstrate sensitivity to issues of racial and ethnic fairness.</i>
<i>2. The Social Studies program helps students to understand and get along with other people.</i>	<i>15. Administrators at our school demonstrate sensitivity to issues of racial and ethnic fairness.</i>
<i>3. The Social Studies program is doing a good job of helping students understand their moral and ethical responsibilities.</i>	<i>16. The social studies program at Ridge High School is of a high quality.</i>
<i>4. The Social Studies program appropriately prepares students to become an active participant in their community.</i>	<i>17. What new social studies electives would you like to see offered at Ridge?</i>
<i>5. The Social Studies Program is helping students see a relationship between what they are studying and their everyday lives.</i>	<i>18. What are the strengths of the Social Studies program?</i>
<i>6. The Social Studies program appropriately prepares students for college.</i>	<i>19. What are the weaknesses of the Social Studies program?</i>
<i>7. The amount of homework is appropriate in order to adequately reinforce classroom materials.</i>	<i>20. Please list any areas you would like to have professional development opportunities through Staff College:</i>
<i>8. I have access to appropriate, meaningful and challenging resources I need in order to effectively teach my students.</i>	<i>21. Which of the following are priorities for SY 2013-14?</i>
<i>9. I have the support and guidance I need to be successful in the In Class Support classroom (if applicable).</i>	<i>22. Would you be in favor of setting a fixed, common value of the Quarterly school-wide?</i>
<i>10. I am able to effectively incorporate technology into instruction.</i>	<i>23. If you answered yes to #22, which value would you prefer?</i>
<i>11. I feel I have effectively implemented the Common Core Standards into my courses this year.</i>	<i>24. Please provide feedback about the current World History course:</i>
<i>12. The Social Studies department is effective at teaching character education.</i>	<i>25. Please provide feedback about the American History program:</i>
<i>13. Students at our school demonstrate sensitivity to issues of racial and ethnic fairness.</i>	<i>26. Please provide feedback about the U.S. History of Government program:</i>
	<i>27. Please provide feedback about any part of the Elective program</i>

## Student Survey Summary

All students at Ridge High School were surveyed in June 2013. The survey was sent through the Friday Folder and it was given to students during classes over the course of a two-week period. There were 227 responses submitted, with the highest percentage of responses coming from sophomores and seniors and from College Prep classes. Reasons for low survey response include the time of year it was administered and inconsistent amounts of classroom time provided to students. The majority of students believe that the Social Studies program at Ridge is of high quality. It is noted that question #15 (Plan on pursuing a career in Social Studies) was low with only 15% of students saying they would pursue a career in the field of the Social Sciences. While the majority of students like the program they tend to not want to pursue it as a career option. In addition, over 55% students believe that both homework and scored discussions were appropriate and helped them with course material. The students reported an interest in the following new electives: Film Studies, Anthropology, African Studies, Gender Studies, AP Microeconomics and Asian Studies.

The students were asked the following questions:

<i>1. Level of classes taken?</i>	<i>8. Feel prepared for assessments given by teacher</i>
<i>2. Students feel prepared for future?</i>	<i>9. Depth and breadth of material covered appropriate</i>
<i>3. Size of class conducive to learning</i>	<i>10. Graded discussions help to reinforce course material</i>
<i>4. Textbook is Adequate</i>	<i>11. Current teacher provides activities that involve students in learning</i>
<i>5. Classroom discussion beneficial</i>	<i>12. See relationship between class and everyday life</i>
<i>6. Technology effectively incorporated</i>	<i>13. If course ended today what would be your grade?</i>
<i>7. Amount of HW given was appropriate</i>	<i>14. Do you plan on pursuing a career in SS?</i>
	<i>15. SS Program at Ridge is high quality</i>

## Parent Survey Summary

The parents of students at Ridge High School were surveyed in June 2013. The survey was sent through the Friday Folder and was open for two weeks. Response to the survey was extremely low, with only 42 survey responses. Reasons for the low response rate include; the time of year the survey was administered, a low viewership of the Friday Folder and either apathy or satisfaction with the Social Studies program. The Program Evaluation analyzed the results of the survey and considered re-surveying, however, we gleaned what we could from the low response and found results to be consistent with student and teacher responses.

Parents consider the strengths of Ridge's Social Studies programs to be the focus on critical thinking, (in both writing and discussions), development of a point of view supported by facts and analysis, and the de-emphasis on memorization of facts and dates. Parents feel that Honors and AP level classes are strong at these objectives. Several parents appreciate the emphasis of connecting history to

current events. Also, several parents are enthusiastic about the 10<sup>th</sup> grade community service requirement.

Parents consider the weaknesses of Ridge’s Social Studies programs to be the variance in teacher quality, “the experience is so highly dependent on the teacher.” Several parents feel that the courses are too superficial and cover too much, without depth, and also fail to cover recent history to allow students to understand “what is happening in the world today.” A few parents consider group projects to be burdensome, with too much asked of students outside the classroom. Some parents believe that the community service hourly requirement is too much, or is inappropriate as a requirement.

The parents were asked the following questions:

<i>1. The Ridge High School Social Studies program is preparing students to deal with issues and problems they will face in the future.</i>
<i>2. The Ridge High School Social Studies program helps students see a relationship between what they are studying and their everyday lives.</i>
<i>3. The Ridge High School Social Studies program has done a good job to prepare my child to think critically.</i>
<i>4. Ridge High School Social Studies program helps students to understand and get along with other people.</i>
<i>5. The Ridge High School Social Studies program is doing a good job of helping students understand their moral and ethical responsibilities.</i>
<i>6. The amount of homework is appropriate in order to adequately reinforce classroom materials.</i>
<i>7. The social studies program at Ridge High School is of a high quality.</i>

## Program Evaluation Recommendations

The Program Evaluation Committee researched best practices in social studies education, examined social studies programs in New Jersey, analyzed our own program and held thoughtful discussion among the committee and Social Studies Department. The culmination of that work is the following the following recommendations, as detailed in I - V below.

Our core objectives behind the recommendations are to:

- *Create a better balance between our Advanced Placement/Honors and College Preparatory course offerings.*
- *Promote active citizenship and (values-based/respect) throughout the students' social studies education.*
- *Design and implement inquiry-based approach to Social Studies Education.*

### **I. Course Changes**

#### **Problems:**

Course access is not broad enough, civic virtue is not emphasized, there is overlap of content in required courses, and essential skills in social studies need reinforcement. These problems were derived primarily from the 2013 teacher and student surveys, and from an analysis of current research in Social Studies Education as well as an analysis of relevant curricular standards, including the Common Core State Standards and the C3 Framework in Social Studies.

#### **Required Course Solutions:**

- \*Allow qualified sophomores to take AP U.S. History to meet their American History requirement. Also allow qualified juniors and seniors to elect to take AP U.S. History, after having taken CP or Honors U.S. History as sophomores.
- Establish a junior year active citizenship requirement to vary by course level. This “civic virtue” activity requires each student to identify and analyze a public problem, conduct research, clearly communicate their conclusions, and engage in a strategy for positive change.
- Encourage junior students to understand their options. If they are unable or unwilling to tackle the rigor of AP Government and Economics they may elect to take Honors Government and Economics.
- All required courses will include a research/writing component that focuses on contemporary issues, includes digital literacy, and is based on a course-specific assessment philosophy.
- Continue program revision to Global History II, American History and AP Government/Economics over the next two years to include a focus on streamlining content objectives to encourage historical inquiry and inquiry-based learning as well as digital literacy, current issues and research/writing skill infusion.

#### **Elective Course Solutions:**

Broaden and alternate our elective offerings to enhance global awareness for our CP students by creating and broadening semester electives as follows:

- Maintain CP Psychology as important feeder course into AP Psychology.
- Replace Sociology with *CP Geography*. This course would serve as a feeder course for AP Human Geography, similar to CP Psychology with an alternate pre-requisite.

- Paired Electives. These will be offered every other year. Courses in bold will be new courses.
  - ***Global Conflicts*** to replace History of the Middle East. *Year 1*
  - ***Human Rights*** to replace Non-West Cultures. *Year 2*
  - ***Ethics/Philosophy*** *Year 1*
  - Genocide and Human Behavior *Year 2*

## **II. In-Class-Support Challenges**

Co-teaching in an In Class Support setting poses a unique challenge to the required social studies program, as revealed in the June, 2013 Teacher Survey.

### **Problems:**

- Classroom teachers struggle to identify the roles and responsibilities of the general education and ICS teacher
- Difficulty in maintaining consistent co-teaching partnerships
- Lack of common planning time

**Solutions:** We recognize that many complex factors affect this partnership, and many are outside of our direct control, however, our experience leads to the following recommendations:

- Continue to refine departmental implementation of In Class Support instructional strategies in conjunction with In Class Support teachers whenever possible
- Continue to advocate for consistent assignment of In Class partnerships whenever possible
- Explore and provide professional development opportunities for both General Ed and Special Ed teachers
- Continue to advocate for common planning time whenever possible

## **III. Character Education**

The Social Studies Department recognizes that among the many important objectives of a social studies education is the need to focus on the development of students' values and morals as they develop into thoughtful and reflective citizens in their communities. The Social Studies Department believes that the issues described below are critical to the successful attainment of the goals of the social studies program. These problems were derived primarily from the 2013 teacher surveys.

### **Problems:**

Based upon the June, 2013 teacher survey, the majority of teachers in the Social Studies department reported a perception of a growing academic divide between the most advanced students and everyone else; there is excessive competition that promotes a culture of cheating, and that cheating is enhanced by our increasing access to technology.

### **Solutions:**

- Classrooms must strive to be “laboratories of democracy” in which everyone is respected
- Students need a clear reminder that enjoying the principles of the First Amendment in the classroom does not mean students have the license to be disrespectful to their peers.
- Civic virtue as a value must be embedded in all social studies courses, and civic virtue implies student awareness of rights for all individuals
- Academic integrity guidelines must be implemented consistently
- Professional Development provided to further the goal of developing a common understanding, and common application, of academic integrity and academic dishonesty.
- Increased focus on the cultural value placed on academic integrity.

#### **IV. BYOD**

The Program Evaluation Committee recommends an examination of the impact of the *Bring Your Own Device* policy on teaching and learning now that it has been in place for several years. Inquiry-based learning requires regular research projects, which benefit significantly from increased access to technology. These problems were derived primarily from the 2013 teacher surveys. \*It is important to note that since June, 2013 the district has acquired a large quantity of Chromebooks in preparation for PARCC testing, and we anticipate that this will have a positive impact on portions of this area. As of this date, the Social Studies Department anticipates the acquisition of 3 Chromebook carts, which will greatly increase the teachers' access to this instructional tool.

#### **Problems:**

There exists a shortage of computer labs, and the few labs at Ridge do not have enough computers for the average class size. In addition, the laptop carts do not work. While useful on occasion, "smart phones" alone do not sufficiently replace access to a computer with a keyboard for student research. Finally, our increasing dependence upon mobile devices is pressing classroom teachers to address these cultural changes and adjust instructional and assessment strategies accordingly. The use of technology can be a tremendous asset in the classroom, but it can also be a distraction from the teaching and learning process. A continued effort to find the right balance is critically important.

#### **Solutions:**

- add computers to existing computer lab to match average class size
- add computer labs *\*It is anticipated that the addition of chromebook carts will address this need.*
- Teachers should reinforce the appropriate use of cell phones by both students and teachers during class.

#### **V. Professional Development**

#### **Problem:**

Teachers need professional development opportunities. This statement is derived primarily from the 2013 teacher surveys.

#### **Solutions:**

- Out of district and in-district opportunities must be enhanced
- Holistic scoring workshops (writing and speaking)
- Inquiry-based Social Studies Education workshops
- Academic Integrity, Turnitin.com, Paraphrasing, Etc. workshops
- Designing Assessments workshops: including scored discussions, rubric writing, grading historical essays.
- Using Data to Improve Instruction workshops
- Implementing Common Core (particularly writing) workshops. How to teach content-based writing skills. How to help struggling readers in a content-specific setting.
- Incorporating new technologies workshops
- Presentations that are content specific, history/social science related
- Effective Teaching Strategies workshops

## Appendix A: Teacher Survey

June 2013  
13 Responses

1. The Social Studies program is preparing students to deal with issues and problems they will face in the future.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.230	2	23%	38%	31%	8%	0%

2. The Social Studies program helps students to understand and get along with other people.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.538	2	0%	54%	38%	8%	0%

3. The Social Studies program is doing a good job of helping students understand their moral and ethical responsibilities.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.307	2	8%	54%	38%	0%	0%

4. The Social Studies program appropriately prepares students to become an active participant in their community.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.769	2	38%	54%	0%	8%	0%

5. The Social Studies Program is helping students see a relationship between what they are studying and their everyday lives.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.153	2	23%	46%	23%	8%	0%

6. The Social Studies program appropriately prepares students for college.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.846	2	38%	46%	8%	8%	0%



7. The amount of homework is appropriate in order to adequately reinforce classroom materials.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.769	2	31%	62%	8%	0%	0%

8. I have access to appropriate, meaningful and challenging resources I need in order to effectively teach my students.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.769	1 & 2	46%	46%	0%	0%	8%

9. I have the support and guidance I need to be successful in the In Class Support classroom (if applicable).

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.692	3	15 %	23%	38%	23 %	0%

10. I am able to effectively incorporate technology into instruction.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.846	1	46%	31%	15%	8%	0%

11. I feel I have effectively implemented the Common Core Standards into my courses this year.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.846	1	46%	31%	15%	8%	0%

12. The Social Studies department is effective at teaching character education.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.384	2 & 3	15%	38%	38%	8%	0%

13. Students at our school demonstrate sensitivity to issues of racial and ethnic fairness.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
2.461	2	8%	46%	38%	8%	0%

14. Teachers at our school demonstrate sensitivity to issues of racial and ethnic fairness.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.538	1	54%	38%	8%	0%	0%

15. Administrators at our school demonstrate sensitivity to issues of racial and ethnic fairness.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.692	1	54%	31%	8%	8%	0%

16. The social studies program at Ridge High School is of a high quality.

Mean	Mode	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
1.923	2	38%	46%	8%	0%	8%

17. What new social studies electives would you like to see offered at Ridge?

Course	Film Studies	Gender Studies	Asian Studies	Anthropology	African Studies	Western Philosophy	AP Micro
Tally	6	5	3	2	2	2	2

18. What are the strengths of the Social Studies program?

Responses
<p>-1. Teachers are committed to their students and profession. 2. Teachers are competent and know their subject content. 3. Students are generally interested in the content of the courses that I teach.</p> <p>-The biggest area of strength in my opinion are the teachers of the Social Studies department. Every single educator is dedicated to applying the curriculum to today's world, providing students with the tools they need to analyze problems and develop solutions, while promoting character. Additionally, I believe we have great resources that allow us to work with the curriculum and make the content come alive for students (but I also believe this is an area that can always see growth). Another strength is the collaboration between educators across content areas. These professional relationships are very strong, but it would be nice to have more of an opportunity during the school day to share more time with those educators.</p> <p>-Strong staff. Strong supervision. Various Advanced Placement courses. Good overall vision.</p> <p>-I think we offer many choices for the student who is interested in social studies and history. We have dedicated staff members who will go the extra mile to ensure the ????</p> <p>--The content is supported by visual(video), audio, and primary source documents.</p> <p>-We have a strong, collaborative community of professionals dedicated to providing our students with the best possible education. I believe the passion of the educators in our department shines through in the quality of education we provide.</p>

- Dedicated, qualified and caring teachers who work well together. Excellent, empathic and respected leadership. A broad-based curriculum.
- Many advanced offerings
- 1. Variety of courses 2. Engagement knowledge of the teachers 3. Specific colleague relationships that allow for collaboration
- One year of gov and econ is a huge bonus to the students. Preparing them for citizenship, it is critical

**19. What are the weaknesses of the Social Studies program?**

**Responses**

- 1. There is not enough time carved out for sharing and planning with other teachers. 2. There are not enough CP/Honors electives for 9th, 10th, and 11th graders.
- The biggest weakness is the difficulty of working with technology, specifically with the laptop cart and lack of computers in the computer labs themselves. With regards to the laptop cart, it takes 10 minutes for students to sign in because of network issues and the internet is so slow that within a 40 minute period students are unable to get much accomplished. Additionally because the cart (including the media center carts) are not hooked up to the printers, this makes using them more trouble. The computer labs are a great tool, but most of the labs do not have enough computers for an entire class of 30, which then causes the issue of having to get laptops for some students (which do not work properly and put those students at a disadvantage for the period). Another area of weakness is the way the community service requirement is organized. Since we are making changes to the problem and we have talked extensively about the difficulties, I hope the issues of students getting approval and deadlines will be fixed.
- Too much reliance on project-based-learning before the students have the skills, or the content knowledge, to successfully guide themselves. A teacher-centered foundation, with heavy scaffolding, should be more emphasized before it is turned over to independent learning. Also, I am not sure if we develop a strong enough narrative that connects the social sciences together. Our courses should not be perceived as separate, but a part of the greater whole.
- I think some of the courses have too much packed into the curriculum to be able to effectively cover it all.
- The pacing
- AP Gov and Econ from a student and teacher standpoint.
- Less available for weaker students
- 1. Too much emphasis on breadth, which does not leave enough time for depth, building skills, or making real world connections 2. Disconnects between courses, colleagues, etc. that create repetition in the curriculum and make it more challenging to collaborate and create common teaching strategies and assessments 3. ICS partnerships- lack clearly defined roles, there is no time given in the summer to build a relationship and very little time allotted during the year to work together, weak systems in place to deal with issues that may arise
- Although there is a discussion of overall philosophy, one does not exist. The courses we offer are largely drive by AP options and the college board.

**20. Please list any areas you would like to have professional development opportunities through Staff College:**

**Responses**

- 1. Using data to improve instruction 2. Implementing Common Core; particularly writing

-Incorporating new technologies  
 -More history related speakers/programs rather than all education speakers/programs.  
 -I think there are plenty of opportunities available to us.  
 --How to incorporate technology more  
 -Collaborative work on assessments, i.e., scored discussion instruction and rubric writing. Additionally, having a staff college course on grading historical essays would be helpful as well.  
 -Bring in more speakers like Alan Singer, Focus on content building  
 -I would like more content area professional development opportunities. It would be fantastic to have professors (like Alan Singer) who are experts in different content areas brought in to lead courses. It would be beneficial to have experts in specific content areas to help Social Studies teachers build a deeper content knowledge in the subject areas they teach.  
 -?  
 -writing  
 -1. Building & maintaining ICS partnerships 2. How to teach content based writing skills 3. How to help struggling readers in a content specific setting 4. Common planning time to develop things such as rubrics, a course level writing assignment, etc.  
 -effective teaching

**21. Which of the following are priorities for SY 2013-14?**

Priority	SGO Development	Analysis and Revision of Quarterly Assessments	Development of Articulated Writing Program across grades and disciplines	Danielson Training	Focus on incorporating technology into instruction
Tally	10	8	5	2	0
Write-ins: · ICS training · Cheating					

**22. Would you be in favor of setting a fixed, common value of the Quarterly school-wide?**

Yes	No
6	7

**23. If you answered yes to #22, which value would you prefer?**

Common Value	Less than 10%	10%	15%	18%
Tally	0	3	2	1

**24. Please provide feedback about the current World History course:**

**Responses**

- I do not have any at this point in time.
- Good, but too big. The revision will probably address this concern. Also, is it too Euro-centric? Perhaps. But that may be justified, though.
- It is fast paced and requires students to learn a lot of information very quickly. It is also very centered on Western Society; however, it does provide a good general timeline of how we arrived at the modern world. I think the World History revision will allow students to trace through World History at a more reasonable pace that they can more easily absorb the information, and will give them a more balanced perspective on the world as a whole.
- I am unsure of what the curriculum looked like this year, but there was not enough time for breadth last year. I have concerns about the how the decisions are made to place students in an ICS setting for American History, since many did not belong in it.
- It works.

**25. Please provide feedback about the American History program:**

**Responses**

- I think the American History program and the U.S. History of Government program need to be reviewed at the same time; to eliminate overlap between the two courses. This way the American course could teach in more detail beyond WWII.
- This applies to World History as well, but because this is a survey course, it is difficult to go into depth on many subject matters. I think it is important for students to do more than simply brush through key aspects of American History, so that they can properly analyze events/decisions that have shaped our nation.
- Additionally, I think it is important for this class to include key field trips that would make the content more 'real' to students. I would suggest visiting various museums including the NJ Vietnam Veterans Memorial and the Smithsonian American History Museum and Air and Space Museum and having in class guests.
- I think the content in and of itself is fantastic and I love teaching it. We have worked to incorporate more fully the immigrant and minority experience since most history is told from the viewpoint of the 'victor.' I think we utilize strong resources and develop interesting activities for students, but referring back to what I mentioned earlier, there just simply is not enough time to do everything/or even most of what we'd like well.
- Too many projects. Students do not have a strong grasp on when things happened after they finish the course because they are asked to complete too many tasks that are historically non-contiguous to one another.
- I love American History. I think the program would benefit from editing the pacing of the program. Maybe we could start later in history and focus on some other aspects of history we haven't been able to discuss in depth due to time. In addition, more women need to be recognized when we are teaching, than just chapter sections. :)
- I would like to start at the Civil War
- Again breadth won out over depth. Which means that the students miss out on engagement, true understanding & analysis, and the connections to the real world. The community service project also becomes more of a laborious check list for many students than what I think it was truly designed to be.
- It works.

**26. Please provide feedback about the U.S. History of Government program:**

**Responses**

--See comment above

-U.S. History of Government and Macroeconomics is an incredibly important course for students to take. Students need to learn to become active citizens and understand how our government is supposed to operate.

As mentioned with American History I think it is incredibly important that students visit key museums and federal buildings this year as they are learning directly about the institutions that govern our nation. I understand they visit Washington D.C. during 8th grade, but I believe the takeaway would be much more significant as they are learning about government their junior year. Another place I believe students need to visit during this year is the Constitution Center.

With regards to the curriculum it is all incredibly important to teach, but I think some of the economics is too challenging for many students at the CP level to understand fully. My students enjoyed the microeconomics unit but some of the macroeconomic ideas including the money multiplier effect for example are unnecessary for them to get the big picture.

I would also like to get more information about different resources regarding the CP Govt and Economics course to make the curriculum more interesting for those who are unmotivated and unaffected by our nation's founding documents and the current operation of our nation.

-Overlaps quite a bit.

-I think this class is a great example of a course that prepares young people with practical content they can use in the future. There are many opportunities to mix up the content and make it interesting and stimulating to the students.

-Too much emphasis on some of the less important elements, such as the bureaucracy- that time could be better spent on making connections to the real world.

-Excellent for all kids. Should not be an honors level

**27. Please provide feedback about any part of the Elective program:**

**Responses**

-I do not have any at this point in time.

-Perhaps we need something fun. Culture is fun. The college prep level is also fun. Maybe a CP level class that deals with the lighter side of the social sciences compared to our sometimes intense, darker topics.

-I think it is important to schedule electives taken mostly by seniors in the early part of the day. The Quarterlies have taken away the opportunity to keep the students working to the end with the elimination of exemptions.

-The electives allow students to take courses on content they are truly interested in, which enhance their Social Studies experience at the high school level. I have always been very pleased with the level of engagement and amount of student interest in the elective courses I have taught in the past.

-Broad based and effective.

**28. Anything else?**

**Responses**

-I do not have any at this point in time.

-I feel that the relationships with ICS teachers need to be developed. There should be more focus on

developing strong collaborative efforts where roles of the content and ICS teacher are defined and shared. This was a big issue this year in Government and Economics and although we will have a new face in the department next year, I would like to ensure that the year goes smoothly and professional support and development is available to guide that relationship along.

-Quarterlies have forced me to eliminate some of the unit tests I would normally give, because there isn't time, it seems like there is always a Quarterly looming. I found it difficult to fit in a unit test when it was near the end of the marking period because it would be a duplication of material that we had to put in the Quarterly.

-I think it would be helpful for general education teachers and special education teachers have common planning time, this way everyone has an input on daily LP, quarterly assessments, tests... etc.

-While it may be difficult to execute, I think it would be beneficial for World, American, and Government to meet and discuss what content they cover and what activities they use to try to avoid repetition throughout the year.

-Done

## Appendix B: Student Survey

June 2013  
227 Responses

### Who took the survey?

- 45% were Sophomores
- 36% were Seniors

### Level of classes taken?

- 46% CP

### Students feel prepared for future?

- SA-Agree - 45%
- Neutral - 31%

### Size of class conducive to learning

- SA-Agree - 51%
- Neutral - 32%

### Textbook is Adequate

- SA - Agree - 61%
- Neutral - 20%

### Classroom discussion beneficial

- SA-Agree - 65%
- Neutral - 17%

### Technology effectively incorporated

- SA-Agree - 52%
- Neutral - 30%

### Amount of HW given was appropriate

- SA-Agree - 56%
- Neutral - 20%

### Feel prepared for assessments given by teacher

- SA-Agree - 59%
- Neutral - 21%

### Depth and breadth of material covered appropriate

- SA-Agree - 64%
- Neutral - 22%

### Graded discussions help to reinforce course material

- SA-Agree - 56%
- Neutral - 21%

### Current teacher provides activities that involve students in learning

- SA-Agree - 61%



Neutral - 19%

**See relationship between class and everyday life**

SA-Agree - 51%

Neutral - 27%

**If course ended today what would be your grade?**

A+ - 2%

A - 17%

A- - 26%

B+ 33%

B - 21%

C - 2%

**Do you plan on pursuing a career in SS?**

Yes - 16%

No - 50%

Unsure - 34%

**SS Program at Ridge is high quality**

SA-Agree - 66%

Neutral - 20%

**Appendix C: Parent Survey**  
**June 2013**  
**42 Responses**

Statement	1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
<b><i>PARENT OPINION INVENTORIES</i></b>					
<i>1. The Ridge High School Social Studies program is preparing students to deal with issues and problems they will face in the future.</i>	<b>19%</b>	<b>26%</b>	<b>36%</b>	<b>17%</b>	<b>.02%</b>
<i>2. The Ridge High School Social Studies program helps students see a relationship between what they are studying and their everyday lives.</i>	<b>24%</b>	<b>24%</b>	<b>33%</b>	<b>17%</b>	<b>.02%</b>
<i>3. The Ridge High School Social Studies program has done a good job to prepare my child to think critically.</i>	<b>31%</b>	<b>26%</b>	<b>26%</b>	<b>14%</b>	<b>.02%</b>
<i>4. Ridge High School Social Studies program helps students to understand and get along with other people.</i>	<b>.05%</b>	<b>33%</b>	<b>33%</b>	<b>19%</b>	<b>10%</b>
<i>5. The Ridge High School Social Studies program is doing a good job of helping students understand their moral and ethical responsibilities.</i>	<b>12%</b>	<b>29%</b>	<b>31%</b>	<b>21%</b>	<b>7%</b>
<i>6. The amount of homework is appropriate in order to adequately reinforce classroom materials.</i>	<b>19%</b>	<b>14%</b>	<b>24%</b>	<b>26%</b>	<b>17%</b>
<i>7. The social studies program at Ridge High School is of a high quality.</i>	<b>24%</b>	<b>29%</b>	<b>24%</b>	<b>21%</b>	<b>.02%</b>

## Appendix D: District Comparison Chart

School	Grade 8 (MS)	Freshman	Sophomore	Junior	Senior
<b>Ridge</b> <i>(Traditional schedule: 41 minute periods. 8 academic periods)</i>	Prior to 2013-14 American History (full survey) 2013-14 Global History I (ICR/ICS)	<i>2013-14</i> World History -Themes (replacement) CP (ICS), Honors <i>2014-15</i> Global History II -Themes (replacement) CP (ICS), Honors	American History -Themes (replacement) CP (ICS), Honors	History of U.S. Government and Economics -Themes, CP (ICS), Honors Advanced Placement U.S. Government and Macroeconomics	<b>5 AP, 2 Honors, 6 CP</b> Sociology (CP and Honors), Psychology, Genocide & Human Behavior, Non-west Cultures, History of the Middle East, Current Issues in Contemporary American (CP and Honors), AP US History, AP European History, AP Psychology, AP Human Geography
<b>Chatham</b> <i>(Rotating modified-block: 57 minute periods. 8 academic periods)</i>	Civics	Concepts in U.S. History I U.S. History I Honors U.S. History I	Concepts in U.S. History II U.S. History II Honors U.S. History II AP U.S. History	Concepts in World Studies World Studies AP World History	<b>4 AP, 4 CP</b> AP European History AP Psychology AP Govt & Politics Holocaust & Genocide Studies International Relations Law & Society Sociology
<b>Millburn</b> <i>(Traditional schedule: 43 minute periods).</i>		World History- Accelerated, College Prep A and B	U.S. History I- Accelerated, College Prep A and B	U.S. History II- Accelerated, College Prep A and B	<b>Required: Genocide &amp; Human Rights and an Elective or AP course</b> <b>7 AP, 13 CP &amp; H, 1 CP only</b> Ages & Ideas American Social & Cultural American Presidency American Law Economics Film & Society(CPA) Genocide & Human Rights Middle East Modern European Psychology I and II Women's Studies World Leaders
<b>Livingston</b> <i>(Modified rotating drop schedule: 56 minute periods, 60 minute lunch) 8 academic periods.</i>		Modern World History- Honors, CP and General	U.S. History- Honors, CP and General	U.S. History- Honors, CP and General AP U.S. History	<b>5 AP, 1 Honors, 11 CP</b> Modern European History-CP, Honors, AP AP Human Geography African American Studies Woman's Studies Community Leadership Anthropology Middle Eastern Studies AP Govt & Politics Historical Research Seminar Psychology AP Psychology Sociology Vietnam Era Holocaust & Genocide
<b>Princeton</b> <i>(Traditional schedule: 45 minute periods. 8 academic periods.</i>	Civics	US I-replacement, ICS, Regular, ESL	US II- replacement, ICS, Regular ESL or AP U.S. History	World History & Cultures- replacement, ICS, Regular or AP	<b>4 AP, 8 CP</b> AP Govt & Politics World History & Cultures AP European History Africa Latin America Middle East Russia East Asian Studies Human Behavior Accelerated Sociology
<b>West-Windsor Plainsboro</b> <i>(Modified rotating drop schedule: 60 minute periods. 8 academic periods. 41 minute common lunch.</i>	World History (500-1500)	World History (1500 to the present)	American Studies I-Regular and Honors	American Studies II-Regular and Honors	<b>3 AP, 7 CP</b> AP US & European History AP American Govt & Comparative Politics Human Behavior Legal & Political Experiences Economic & Social Problems in American Society International Business & Cultures Multicultural Studies
<b>Montgomery A/B Block</b> <i>Schedule: 84 minute periods. 8 academic periods. 1 hour unit lunch.</i>	U.S. History to the Civil War	World Studies-Regular and Honors	U.S. History I AP U.S. History I	U.S. History II AP U.S. History II	<b>4 AP, 1 Honors, 4 CP</b> Honors US History: 1989 to the Present AP Govt & Politics AP Art History AP Economics Sociology Elements of Human Behavior Crime & Punishment American Film & Culture
<b>Mountain Lakes</b> <i>(Traditional schedule; 43 minute class periods, 8 academic periods).</i>	World History- Ancient-WWI	World Cultures-Regular and Replacement	U.S. History I Traditional and replacement U.S. History I Honors	U.S. History II Traditional and Replacement U.S. History II Honors AP U.S. History II	<b>Required: Economics (S-10-12)</b> <b>5 AP, 4 CP</b> AP Microeconomics with AP Macroeconomics (10-12)
<b>Glen Rock</b> <i>(Traditional schedule: 45 minute periods. 8 academic periods.</i>	Social Studies 8- History, Geography, Civics, Economics and Current Events	World History AP World History	U.S. History I- Regular and Honors	U.S. History II-Regular and Honors AP U.S. History	<b>3 AP, 4 CP</b> Intro to Documentary Film *FDU US Constitutional Law *FDU Contemporary World/Political Science Psychology *BCC AP Psychology AP US Govt AP European History
<b>Haddonfield</b>	Civics	Global Issues- CP and	U.S. History I-CP	U.S. History II-CP and	<b>3 AP, 4 CP</b>

<i>(Traditional Schedule: 43 minute periods, 7 academic periods.)</i>		Accelerated	and Accelerated	Accelerated	World Civilizations AP European History AP US Govt & Politics AP World History Economics Holocaust & Genocide Psychology Vietnam
<i>Ridgewood (Modified rotating drop schedule: 61 minute periods, 8 academic periods, 45 minute unit lunch.)</i>	World History to 1500	World History-Transitional, CP and Honors	U.S. History I-Transitional, CP and Honors Honors American Studies Honors U.S. History I with Literature and integrated study in Arts	U.S. History II-Transitional, CP and Honors Honors American Studies Honors U.S. History II with Literature and integrated study in Arts	<b>6 AP, 15 Honors, 3 CP</b> AP American Govt & Politics Honors Intro to the Fundamentals of American Govt Honors The American Political Experience Honors Classical Foundations of America Honors Contemporary Issues in Social Science AP European History CP Film as History: The 20 <sup>th</sup> Century Honors Global Economics CP History of American Society & Culture Honors Law-Criminal Honors Law-Constitutional AP Micro/Macro Economics Honors Modern European History Honors Western/Non-Western Philosophy Psychology (CP, Honors, AP) Honors Revenge, Justice & Social Mores in Greek Tragedy Honors Ridgewood in History Honors Sociology Senior Seminar (Honors/AP) Honors The Stock Market & the Economy Honors The Trojan War
<i>Northern Highlands Regional (Modified rotating drop schedule: 57 minute periods, 8 academic periods, 2 57 minute period lunches.)</i>		World History	U.S. History I-Regular, Honors	U.S. History II-Regular, Honors, AP	<b>5 AP, 2 H, 2 CP</b> Sociology Psychology AP Psychology AP European History Honors Model United Nation Honors American Studies AP US Govt & Politics AP World History

## Appendix E: Overview of Bernards Township Social Studies Curriculum Bernards Township K-12 Social Studies Program Overview 2014-2015

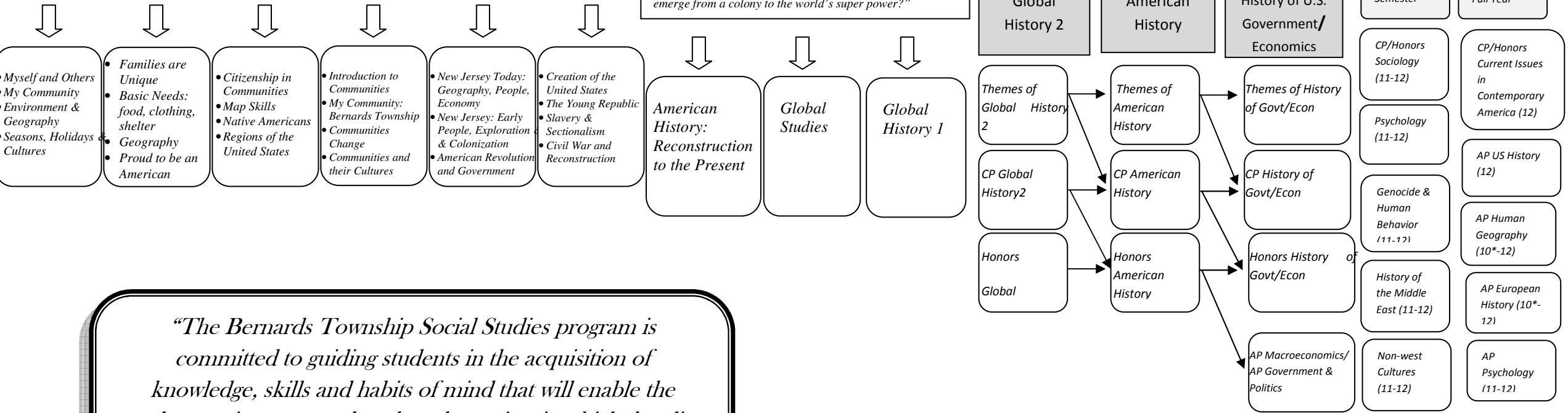
**Kindergarten    First Grade    Second Grade    Third Grade    Fourth Grade    Fifth Grade    Sixth Grade    Seventh Grade    Eighth Grade    Ninth Grade    Tenth Grade    Eleventh Grade    Electives**

The K-2 elementary social studies program is focused on the fundamental skills that are the building blocks for our program. Students study the following social studies topics with an emphasis on four primary themes: Citizenship, Community, Impact of Geography and

The Grades 3-5 elementary social studies program builds upon the fundamentals from the primary program, but becomes more connected to important social studies topics, first expanding the students' understanding of communities and their own local and state community

The middle school social studies program focuses on critically important skills relevant to the middle school learner while also increasing the depth and complexity of social studies topics in each grade. Through these topics, the students begin to consider the essential questions of our discipline that make learning the past meaningful and relevant to the students. For example, "How did American emerge from a colony to the world's super power?"

The high school social studies program explores the story of our country and our world, making contemporary connections and developing the students' skills in Reading, Writing and Critical Thinking Skills throughout all of our course offerings. In order to fulfill New Jersey State graduation requirements in Social Studies, students must complete one year of World History and two years of U.S. History.



*“The Bernards Township Social Studies program is committed to guiding students in the acquisition of knowledge, skills and habits of mind that will enable the students to interpret and analyze the society in which they live and will inspire in students a desire to become thoughtful, reasoned and active participants in their communities.”*

**Social Studies levels at Ridge High School:**

- Themes: this course placement is based upon an Individual Education Plan, providing students with the support necessary for them to be successful in meeting course objectives.
- College Preparatory: a rigorous course that is targeted for students who enjoy social studies and may require additional reinforcement to be successful. Emphasis will be on
- Honors: a more rigorous course designed for students who are able to learn and work independently at a faster pace and deeper level than in the CP level. Increasing emphasis is placed on critical analysis of course content.
- Advanced Placement (AP): offers an intensive and in depth study of the subject and is intended to be equivalent to a first-year college course.

## Works Cited:

NJ Core Curriculum Content Standards in Social Studies - <http://www.state.nj.us/education/cccs/standards/6/>

C3 Frameworks in Social Studies - <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Common Core Standards - <http://www.corestandards.org/read-the-standards/>

Chatham School District - <http://www.chatham-nj.org/site/default.aspx?PageID=1>

Millburn School District - [http://www.millburn.org/pages/Millburn\\_Township\\_PS](http://www.millburn.org/pages/Millburn_Township_PS)

Livingston School District - <http://www.livingston.org/site/default.aspx?PageID=1>

Princeton School District - <http://www.princetonk12.org/>

West Windsor Plainsboro School District - <http://www.west-windsor-plainsboro.k12.nj.us/>

Mountain Lakes School District - <http://www.mlschools.org/site/default.aspx?PageID=1>

Glen Rock School District - <http://www.glenrocknj.org/>

Haddonfield School District - <http://www.haddonfield.k12.nj.us/>

Ridgewood School District - <http://www.ridgewood.k12.nj.us/>

Northern Highlands Regional High School District -  
<http://www.northernhighlands.org/site/default.aspx?PageID=1>

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