FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SPECIAL EDUCATION DEPARTMENT

SOCIAL STUDIES FOR:
AUTISM SPECTRUM
COGNITIVE MILD
COGNITIVE MODERATE

Grade Level: 9-12+

Credits: 2.5 & 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS
FREEHOLD REGIONAL HIGH SCHOOL
DISTRICT

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**Course Philosophy**

The Comprehensive Curriculum for the Autism Spectrum Program, Cognitive Mild Program, and Cognitive Moderate Program is to provide instructional opportunities that lead to the acquisition of knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as students continue their education, enter the workforce, and assume their civic responsibilities.

Students with disabilities are able to work toward the Social Studies New Jersey Core Curriculum Content Standard goals. To appropriately address the educational needs of all students, differential instructional techniques have been incorporated into the curriculum to meet standard goals. The differential techniques permit instruction to meet the goals and objectives of the Individual Education Plan.

**Course Description**

The Social Studies course is designed to guide the planning of instruction and assessment of learning for students age fourteen to twenty-one. It provides a common set of goals and expectations in the areas of: Social Studies Skills, Civics, United States and New Jersey History, and Geography. Unit goals ensure that the Enduring Understanding is presented using varied techniques and strategies to provide students with knowledge that leads to success in society. Diagnostic, formative, and summative assessments enable the classroom teacher to determine a student's skills at the beginning of the school year, progress made during the year, and documentation of cumulative skill attainment at the end of the year.
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Understandings &amp; Goals</th>
<th>Recommended Duration</th>
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<tbody>
<tr>
<td><strong>Unit #1: Social Studies Skills</strong></td>
<td>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past peoples, places, issues and events. 1. Students will discuss current issues and events in the news and identify the source of information.</td>
<td>#13120X Semester</td>
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<td>#135110 Full Year</td>
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<tr>
<td><strong>Unit #2: Civic Life, Politics and Government</strong></td>
<td>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world. 1. Students will develop an understanding of the laws and rules that govern our nation 2. Students will discuss how participation in civic and political life contribute to a strong community, state, and nation.</td>
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<td>#135110 Full Year</td>
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<tr>
<td><strong>Unit #3: American Values and Principles</strong></td>
<td>Our government was founded on the principles of fairness, equality, and respect for diversity. 1. Students will discuss the underlying foundations and central ideals of our country.</td>
<td>#13120X Semester</td>
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<td>#135110 Full Year</td>
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<tr>
<td><strong>Unit #4: Family and Community Life</strong></td>
<td>Many cultural traditions and heritages contribute to our state's and nation's diversity. 1. Students will identify their ancestor's country of origin, and discuss the religious, social, economic and family history of their ancestors.</td>
<td>#13120X Semester</td>
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<td>#135110 Full Year</td>
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<td><strong>Unit #5: The World in Spatial Terms</strong></td>
<td>Knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. 1. Students will identify different regions of the world and the relationship of the physical aspects of the region to the specific population.</td>
<td>#13120X Semester</td>
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</table>
## Social Studies

<table>
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<tr>
<th>Relevant Standards</th>
<th>Enduring Understandings</th>
<th>Essential Questions</th>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>Social Studies Skills</strong> 6.1 A – 1, 2, 3, 5, 6</td>
<td>The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past cultures, places, issues and events.</td>
<td>How do different sources present different points of view? How do you locate legitimate sources? How are current events related to historical periods?</td>
<td>Oral questions, Class discussion, Pre-test, Student survey</td>
</tr>
<tr>
<td><strong>Civic Life, Politics, &amp; Government</strong> 6.2 A - 1, 2, 3, 5, 6, 7</td>
<td>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.</td>
<td>What is government and what can it do? Why do rules, laws and government not always preserve individual's rights and the common good? What can be done about it?</td>
<td>Pre-test, Anticipatory set questions, Class discussion, Student survey</td>
</tr>
<tr>
<td><strong>American Values &amp; Principles</strong> 6.2 B – 1, 4, 5</td>
<td>Our government was founded on the principles of fairness, equality, and respect for diversity.</td>
<td>How have the basic values and principles of American democracy changed and in what ways have they been preserved? Identify and explain the principles our US government was founded on?</td>
<td>Pre-test, Anticipatory set questions, Class discussions, Student survey</td>
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<tr>
<td>Family &amp; Community Life 6.4 A</td>
<td>Many cultural traditions and heritages contribute to our state’s and nation’s diversity.</td>
<td>How have my family’s heritage and traditions influenced my current family life? How am I connected to the past? Why can traditions sometimes not be maintained? What impact has New Jersey made on American history?</td>
<td>Pre-test Student survey Oral Questions</td>
</tr>
<tr>
<td>The World in Spatial Terms 6.6 A – 1, 2, 3, 4, 5</td>
<td>The knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.</td>
<td>How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? How do human characteristics relate to the physical nature of geographical locations and cultures?</td>
<td>Student survey Oral questions Pre-test Anticipatory set questions</td>
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**Freehold Regional High School District**  
**Social Studies**  

**Unit #1: Social Studies Skills**

*Enduring Understanding:* The development of social studies skills enables learners to apply the concept of time, location, distance, relationships and points of view to the study of contemporary and past cultures, places, issues and events.

*Essential Questions:*  
- How do different sources present different points of view?  
- How do you locate legitimate sources?  
- How are current events related to historical periods?

*Unit Goal:* Students will discuss current issues and events in the news and identify the source of information.

**Duration of Unit:** 3 – 6 weeks

**NJCCCS:** 6.1 A – 1, 2, 3, 5

<table>
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<tr>
<th>Guiding / Topical Questions</th>
<th>Content, Themes, Concepts, and Skills</th>
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<td>Why is the information from long ago important to us today?</td>
<td>Students will know, be able to, or understand . . .</td>
<td>Various text and reading genres Lecture Notes Activities Games Transparencies Power point presentations Hands-on class projects Internet displays and interactive activities Simulation and role play Audio and visual aids Graphic organizers</td>
<td>Read a story, historical account, or primary document and discuss the causes-and-effects of the various characters' actions. Create a comic book showing the story in pictures. Students will present current event reports from television, newspaper, or internet</td>
<td>Oral reading Independent reading Test and quizzes Cooperative and independent learning experiences Class work and homework Class discussion and participation Multimedia presentations Projects Self assessment Portfolio assessment Rubrics</td>
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<tr>
<td>How do you interpret primary source information?</td>
<td>Apply terms related to time including past, present, and future. Identify sources of information on local, national, and international events (e.g., books, newspaper, TV, radio, Internet). Retell events or stories with accuracy and appropriate sequencing. Develop timelines. Students are able to use timelines from birth to present to relate self and family to changes over time</td>
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</table>
**Enduring Understanding:** An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed, responsible decisions as citizens and to value participation as citizens of the nation and the world.

**Essential Questions:**
- What is government and what can it do?
- Why do rules, laws and government not always preserve individual’s rights and the common good?
- What can be done about it?

**Unit Goal:** Students will develop an understanding of the laws and rules that govern our nation. Students will discuss how participation in civic and political life contribute to a strong community, state, and nation.

**Duration of Unit:** 4 – 7 weeks

**NJCCCS:** 6.2 A – 1, 2, 3, 5, 6, 7

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<tr>
<td>Why do we need rules and laws?</td>
<td>Students will know, be able to, or understand . . . Explain the need for rules, laws, and government. Give examples of authority and recognize problems that might arise from lack of effective authority. Describe how American citizens can participate in community and political life. Explain that justice means fairness to all. Explain that a responsibility means something you must or should do. Explore basic concepts of diversity, tolerance, fairness, and respect for others.</td>
<td>Various text and reading genres Lecture Notes Activities Games Transparencies Power point presentations Hands-on class projects Internet displays and interactive activities Simulation and role play Audio and visual aids Graphic organizers</td>
<td>Identify two American symbols from depictions/objects/descriptions. Example: Eagle, Statue of Liberty, Mount Rushmore, etc... Role-play what it means to be a good citizen/friend. Illustrate what it means to be a good citizen/friend Respond to questions about a story/presentation about laws</td>
<td>Oral reading Independent reading Test and quizzes Cooperative and independent learning experiences Class work and homework Class discussion and participation Multimedia presentations Projects Self assessment Portfolio assessment Rubrics</td>
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# Unit #3: American Values and Principles

**Enduring Understanding:** Our government was founded on the principles of fairness, equality, and respect for diversity.

**Essential Questions:** How have the basic values and principles of American democracy changed and in what ways have they been preserved? Identify and explain the principles our US government was founded on.

**Unit Goal:** Students will discuss the underlying foundations and central ideals of our country.

**Duration of Unit:** 3 – 7 weeks

**State Standards:** 6.2 B – 1, 4, 5

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<tr>
<td>What are the basic values and principles of American democracy?</td>
<td>Students will know, be able to, or understand . . . Identify symbols of American values and beliefs such as the American Flag and the Statue of Liberty. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American Flag, and the national anthem. Describe the meaning of majority rule and its related function in a democracy.</td>
<td>Various text and reading genres Lecture Notes Activities Games Transparencies Power point presentations Hands-on class activities Internet displays and interactive activities Simulation and role play Audio and visual aids Graphic organizers</td>
<td>Provide a small American flag or a lifelike picture of one to each group of students. Within each small group, students describe the flag’s physical characteristics (e.g., its size, colors, shapes, design) as accurately as possible. Class discussion and sharing should follow so that all groups have a chance to participate. Identify two American symbols from depictions/objects/descriptions. Example: Eagle, Statue of Liberty, Mount Rushmore, etc... Participate in a classroom vote, the tallying of votes, and the posting of the results.</td>
<td>Oral reading Independent reading Test and quizzes Cooperative and independent learning experiences Class work and homework Class discussion and participation Multimedia presentations Projects Self assessment Portfolio assessment Rubrics</td>
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Enduring Understanding: Many cultural traditions and heritages contribute to our state’s and nation’s diversity.

Essential Questions: How have my family’s heritage and traditions influenced my current family life?  
How am I connected to the past?  
Why can traditions sometimes not be maintained?  
What impact has New Jersey made on American history?

Unit Goal: Students will identify their ancestors country of origin and discuss the religious social, economic, and family history of their ancestors.

Duration of Unit: 3 – 7 weeks

NJCCCS: 6.4 A

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<tr>
<td>How does your family affect you?</td>
<td>Students will know, be able to, or understand . . . Recognize change and continuity in their lives. Describe their family history through generations. Compare family life today with long ago. Tell about their family heritage using stories, songs, and drawings Identify important historical people and events to the development of the United States of America.</td>
<td>Various text and reading genres Lecture Notes Activities Games Transparencies Power point presentations Hands-on class activities Internet displays and interactive activities Simulation and role play Audio and visual aids Graphic organizers</td>
<td>Students research and write about their heritage and how it relates to the traditions of and daily life within their own family. Cultural exchange day Family tree poster Family crest project Create a picture timeline from birth to present to relate self and family to changes over time. Enchanted Learning Printable NJ Flag Activity</td>
<td>Oral reading Independent reading Test and quizzes Cooperative and independent learning experiences Class work and homework Class discussion and participation Multimedia presentations Projects Self assessment Portfolio assessment Rubrics</td>
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Enduring Understandings: The knowledge of geography and application of geographic skills enables students to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.

Essential Questions: How do geographic tools and technologies pose and answer questions about spatial distributions and patterns on Earth? How do human characteristics relate to the physical nature of geographical locations and cultures.

Unit Goal: Students will identify different regions of the world and the relationship of the physical aspect of the region to the specific population.

Duration of Unit: 4 – 7 weeks

NJCCCS: 6.6 A – 1, 2, 3, 4, 5

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<td>How do you locate a place on earth?</td>
<td>Students will know, be able to, or understand . . .</td>
<td>Various text and reading genres Lecture Notes Activities Games Transparencies Power point presentations Hands-on class activities Internet displays and interactive activities Simulation and role play Audio and visual aids Graphic organizers</td>
<td>Create a model of the globe. Example: Clay, play dough, paper Mache, etc. Label North, South, East, and West on a blank compass rose. • Match symbols on map key to the words Locate two specific areas within the classroom using picture labels/descriptions. Locate a place on a student created map using the grid system. Example: map can be: school home classroom town</td>
<td>Oral reading Independent reading Test and quizzes Cooperative and independent learning experiences Class work and homework Class discussion and participation Multimedia presentations Projects Self assessment Portfolio assessment Rubrics</td>
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