



Department of Social Studies

K-12 Program Review Guide

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Introduction

It is the goal of the Bridgewater-Raritan Regional School District Office of Curriculum and Instruction to develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed within a five-year timeline. The results of each process will be presented publicly.

Acknowledgements

The following individuals were directly involved in gathering information/data and contributed to the completion of the Social Studies Department's program review, which is presented in this document.

The Social Studies Department teachers that provided feedback to the guiding questions (in draft format) are listed below:

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Laura Kress	Social Studies Teacher	Middle School	8
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Goals and Purpose

In this document, it is the goal of the Social Studies Department to present the following:

- A description of the physical program
- Current course offerings including enrollment data
- A review of the curriculum, instruction, assessment, resources and professional development
- Student Performance Data
- Recommendations

Program Description (Current)

The Bridgewater-Raritan Regional School District's social studies program spans kindergarten through 12th grade and provides students with the opportunity to more deeply explore areas of interests through electives and AP offerings at the high school level. Courses are aligned to the New Jersey Student Learning Standards (NJSLS). In grades K-5, social studies is taught two of four marking periods, splitting the instructional year with science. In grades 6-11, required courses are a full year with different levels available based on preference and placement. Students leave the program with knowledge and skills that prepare them for post-secondary work and schooling. Information regarding course enrollment, staffing and the levels of courses can be found in the appendices.

In grades K-5, students receive instruction in social studies for half the school year (two marking periods). The curriculum for these grade levels addresses the foundational concepts in social studies as well as introducing students to the history of our country. Components of the instruction include geography, economics, civics and history. Courses are organized into units guided by essential questions that ground the instruction and focus the teaching to ensure that students are meeting the rigorous standards set by the NJSLS in social studies.

Grade	Units			
K	Classroom Communities and Rules	Communities: In Town and On the Farm	Holidays: What is a Holiday?	Time
1	Thinking Like a Historian	Families and Traditions Over Time	Geography	Folktales from Around the World
2	Thinking Like a Historian	Colonial America	Cultural Traditions Around the World	Community
3	Thinking Like a Historian	American Revolution, Early Government	Westward Expansion	Citizenship
4	Thinking Like a Historian	Industrial Revolution/ Transcontinental Railroad	Movement to Cities/ Immigration	State and Federal Government
5	Thinking Like a Historian	Geography/ Regions of the World	3 Worlds Meet (European Exploration, Early European Colonies)	

In grades 6-8, students take social studies for the first time as a full-year course with a teacher certified, or highly qualified, in that content area. Students study the world and American history through these middle years of their schooling. The courses are divided into units of varying length, determined by the topic. In 6th grade, students are exposed to the beginning of human history and study a range of ancient civilizations while also learning more about how we study history. In seventh grade, students revisit early American history beginning with exploration and ending with Reconstruction. In eighth grade, students study the medieval world from Japan to Europe and how the Reformation and the Renaissance led to the age of Enlightenment.

Beginning in 6th grade, there are classes offered at different academic levels. In these three grades, students who qualify through the district's criteria, are eligible to take the Enrichment (E) course. Learning experiences in the E classrooms emphasize a quality, rigorous learning experience, not the quantity of books read or problems solved. In social studies E classes, the content is the same as the academic classes; however, the depth of the curriculum is enriched. The content covered in the curriculum is found below.

6	Thinking Like a Historian	Early Humans	The Rise of Civilization	Religions of the Middle East (Judaism, Christianity, Islam)	Egypt, Nubia and Kush
	India and Indian Religions	China and Chinese Religions/Philosophies	Greece	Rome	
7	Three Worlds Meet	Colonization and Settlement	Revolution and the New Nation	Expansion and Reform	Civil War and Reconstruction
8	Introduction to World Civilization I	Development of Feudalism in Europe and Asia	Impact of Trade, Religion and Politics in the Middle Ages	Beginning of the Modern World	Age of Change

The course offerings in high school follow a suggested sequence to ensure that students meet the requirements for graduation while building a firm foundation in the history and culture of the United States and the world. Each of the required courses is offered at different academic levels, designed to meet the needs of varied learners. The department offers an elective course designed to meet the financial literacy graduation requirement.

Electives are offered to meet the interests of students and provide balance to their high school academic experience. The department has three popular Advanced Placement electives, which include United States Government and Politics, European History, and Psychology. Electives are also offered in Sociology, Women's Studies, Pop Culture, Human Development, Economics,

Global Studies, and Abnormal Psychology. For a complete description of HS courses see [Appendix A](#). Student Enrollment totals for courses are available in Appendix B.

[6-12 course offerings](#)
[Course enrollment](#) numbers

Data Collection, Teacher Feedback, and Reviews

Summary of the Survey Data

The following information was gathered from surveys and discussions at department meetings. Many teachers in the social studies department completed the full list of guiding questions and submitted their responses via a Google form. A full list of these guiding questions is located in Appendix B-D of this document.

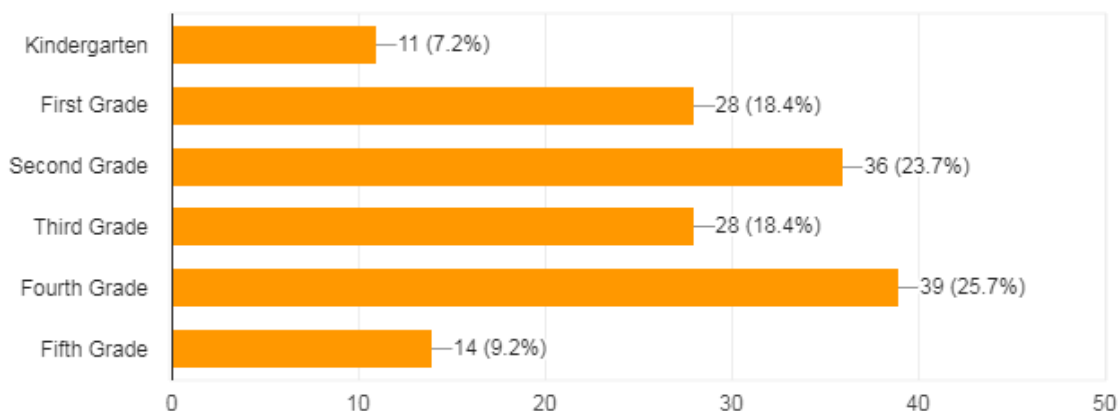
The survey was given to teachers in the spring of 2017 and teachers were provided time to complete the survey.

Years of Experience

K-5 Teacher responses

I currently teach:

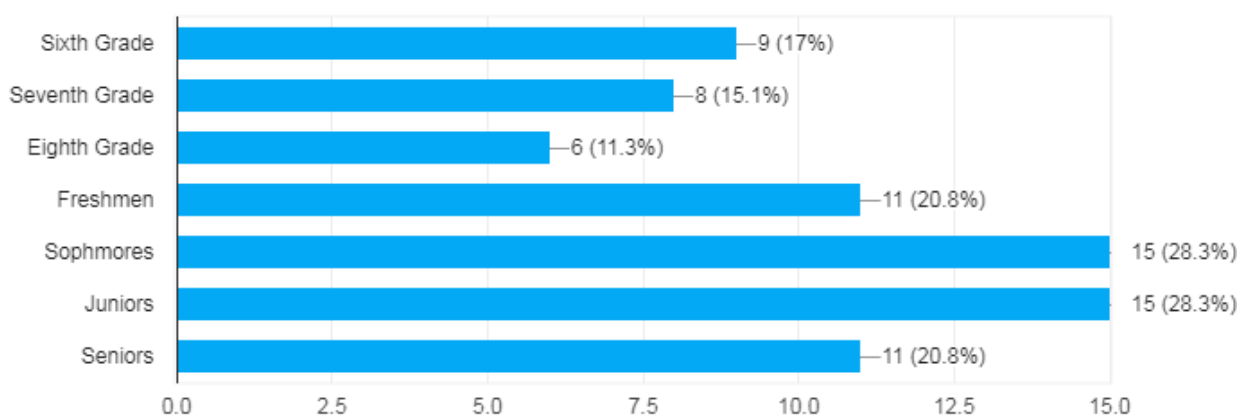
152 responses



6-12 Teacher Responses

I currently teach:

53 responses

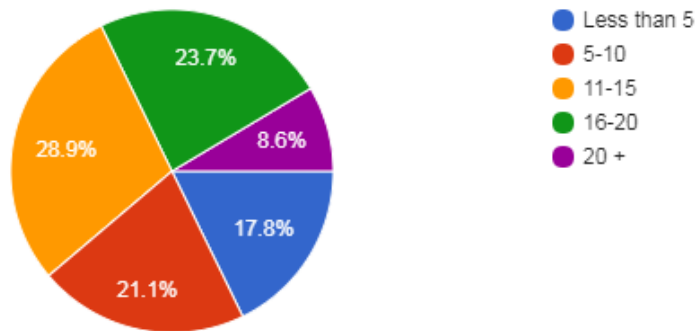


Teachers were asked to write about their years of experience teaching social studies. In grades 6 through 12, 74% of teachers have 11 or more years of teaching experience. In grades K through 5, 61% of teachers have eleven or more years of social studies teaching experience.

K through 5 Social Studies

Which category best describes your years of teaching social studies?

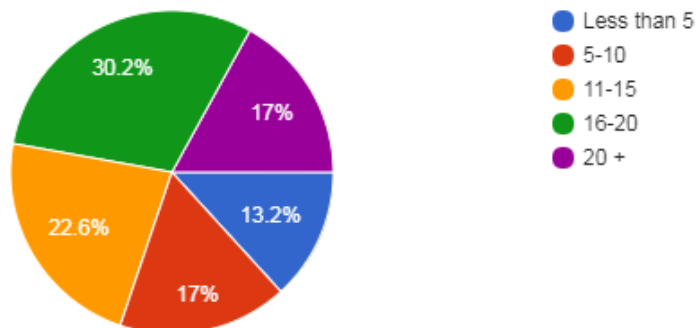
152 responses



6 through 12 Social Studies

Which category best describes your years of teaching social studies?

53 responses



Review of Curriculum

K-5

At the elementary level, the social studies curriculum is comprised of four units. These units are written to the four strands of the 2014 New Jersey Student Learning Standards for Social Studies.

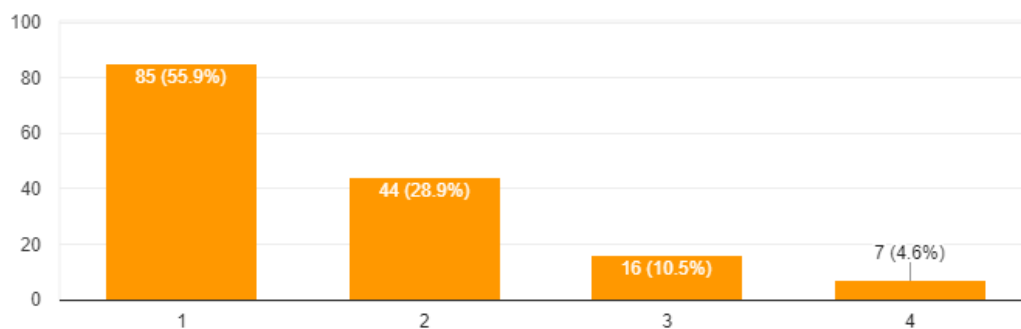
These strands include: Civics, Government, and Human Rights; Geography, People, and the Environment; Economics, Innovation, and Technology and History, Culture, and Perspectives. Standards are interwoven throughout all of the units but some units focus more on a given strand. The standards are broken into grade level bands. The expectation is that students will have met the K-4 standards by the end of grade 4. Students build upon what is learned in earlier grades in the standards for grades 5-8.

Survey results indicate that teachers feel students gain a deep understanding of Social Studies and how it relates to their lives through their daily lessons. Citizenship is emphasized at the elementary level. Ninety percent of teachers shared that it is a regular part of their classroom instruction. One teacher commented, “Being a good citizen of the classroom is expressed daily!” Another shared, “We reinforce “citizenship” through our morning meetings and weekly goals.”

Respondents to the survey felt strongly that ethics should be taught at the elementary levels. Nearly 85% of teachers either strongly agreed or agreed that social studies curriculum should include teaching students about their moral and ethical responsibilities.

Social Studies should include teaching students about their moral and ethical responsibilities.

152 responses



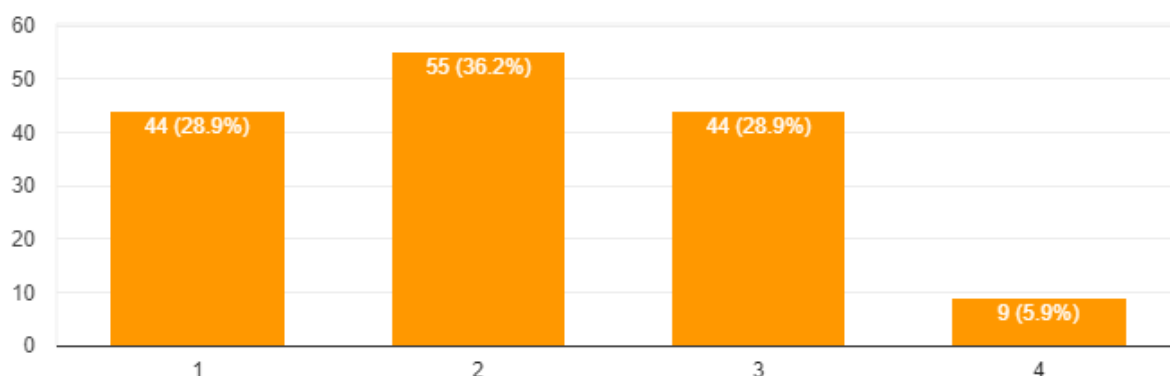
Additionally, seventy percent or more of teachers felt that social studies helps their students prepare for future challenges, helping them gain an understanding of how social studies relates to their lives and teaches them to be active participants in our democratic society.

Yet, teachers have mixed feelings on how the curricula teaches students about the history of people from the variety of cultures and races represented in the United States. Over fifty percent

of teachers also feel that their students' cultures are not represented in the current curriculum.

Students learn about the history of people from the variety of cultures and races represented in the United States in my class.

152 responses



The one area that stood out in curriculum was the mandate to teach students about the Holocaust. The majority of teachers felt that the current curricula does not comprehensively and effectively address the Holocaust. One teacher commented, "...I do not know what the "Holocaust Mandate" is and do not teach about the Holocaust in 4th grade."

Anecdotally, teachers have shared how much they like the content of the social studies curriculum at each grade level. "I love what we teach at my grade level," shared one second grade teacher, while another fifth grade teacher shared that she liked all of the content in her curricula.

6-12

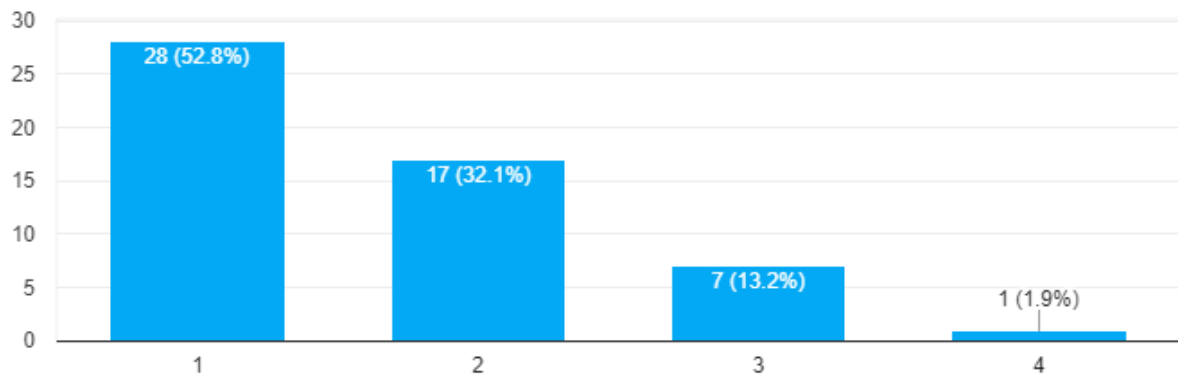
Curriculum is an essential part of the planning and instruction that takes place in social studies classes. The content of courses in grades six through eleven are at the heart of the curriculum and this content and the pacing of the curriculum creates a consistency in what is taught across classes at different grade levels. Our curriculum is aligned to the appropriate standards and the summer of 2017 included the entry of that curriculum into Rubicon Atlas. We currently have a curriculum in our required courses in fifth through eleventh grade that emphasizes content with assessments that ensure that we maintain consistency in our pacing.

Survey results indicate that teachers feel students gain a deep understanding of Social Studies and how it relates to their lives through their daily lessons. Eighty-five percent of responses indicate that students are learning how to participate in our democratic society through

instruction. Eighty-seven percent of teachers responded that “Citizenship is a regular part of classroom instruction.”

Students learn how to be active participants in our democratic society through their Social Studies classes.

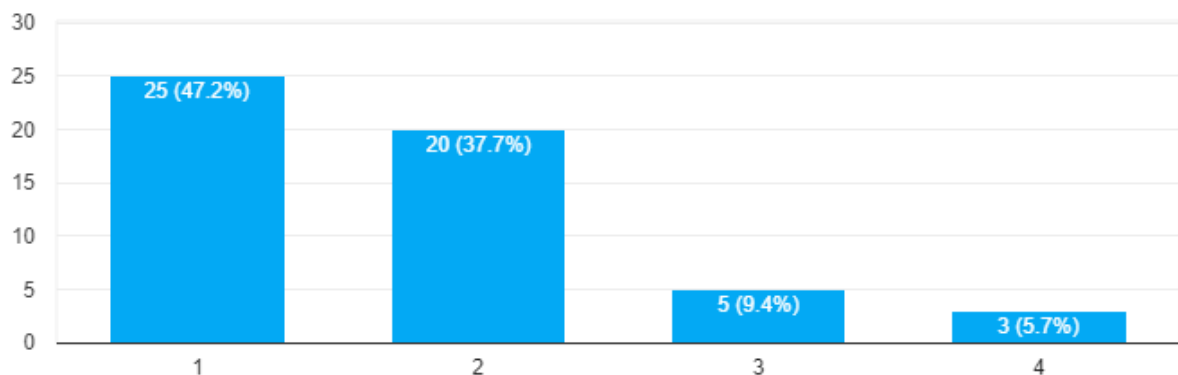
53 responses



Respondents to the survey felt strongly that ethics and moral responsibility should be an important part of our instruction at nearly 85% of teachers either strongly agreeing or agreeing with the statement.

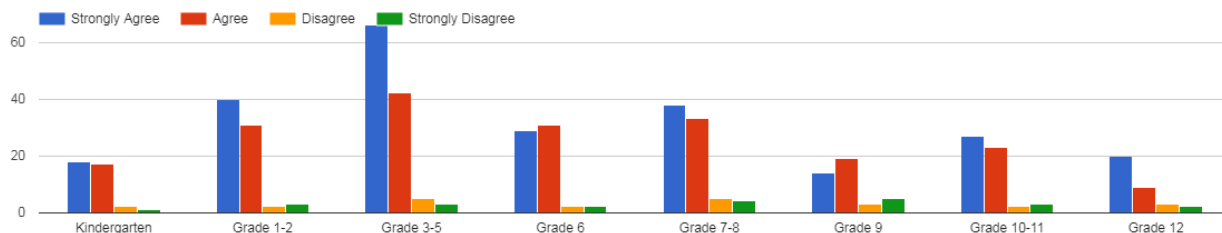
Social Studies should include teaching students about their moral and ethical responsibilities.

53 responses



Parents were also asked regarding this questions and most parents were in agreement that social studies should include teaching students about moral and ethical responsibilities.

Social studies should include teaching students about moral and ethical responsibilities.



Review of Instruction

The data reveal different trends from the elementary survey to the secondary staff surveys and the responses will be explained separately.

K-5

Social studies is taught three days per week at the elementary level. In the K-4 buildings, social studies is taught by the classroom teacher to his/her heterogeneously grouped class. Students often “push in” for social studies instruction from replacement programs. At the grade 5 level, one teacher is responsible for teaching math, science and social studies to two different heterogeneously-grouped classes on his/her team. Social studies is taught for five periods across the week.

A variety of instructional strategies are employed by teachers at the elementary level. Those used most often were teacher led question and answer, lecture and student led discussion. Instructional strategies used less often for teaching social studies are debates and problem based learning. The majority of teachers felt that the best curricula would be one that gave them clear objectives and adequate resources for instruction.

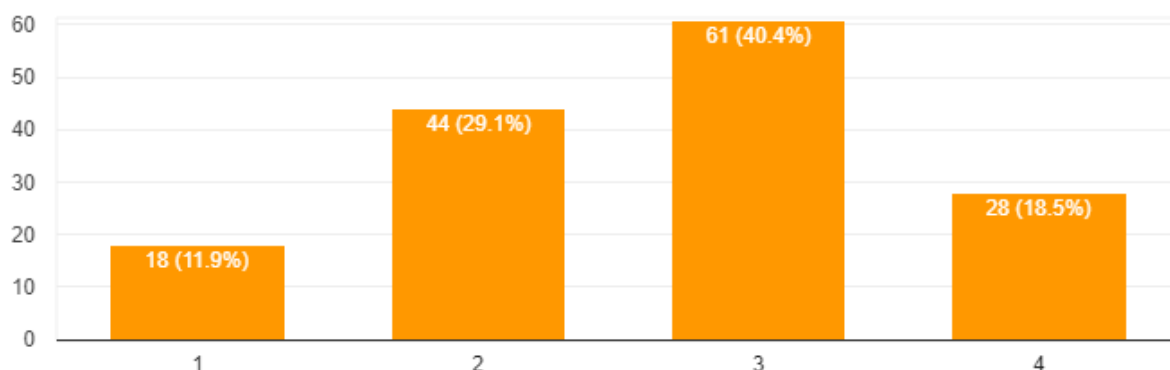
Reading and writing are integrated into the current units of study. Students are asked to write for a variety of purposes, including short responses in the primary grades, and constructed responses and essays in the upper elementary grades. Throughout the district, the social studies curricula is enhanced by differentiated learning experiences including assemblies, guest speakers and field trips.

Survey results showed that eighty-four percent of teachers teach skills explicit to social studies. These skills included teaching students how to read secondary sources such as articles and textbooks. “We incorporate “close reading” in order to teach the students to read articles more carefully and have discussions based on them,” commented one teacher. Fewer teachers felt that

their students learn how to question sources and analyze arguments at the elementary level.

In my class, students learn how to question sources and analyze arguments.

151 responses



Rather, students are learning to locate information within sources to use as evidence in support of their thinking. Additionally, students are beginning to construct arguments based on this evidence. These are important building blocks for students as they enter the secondary level where these skills are more explicitly taught.

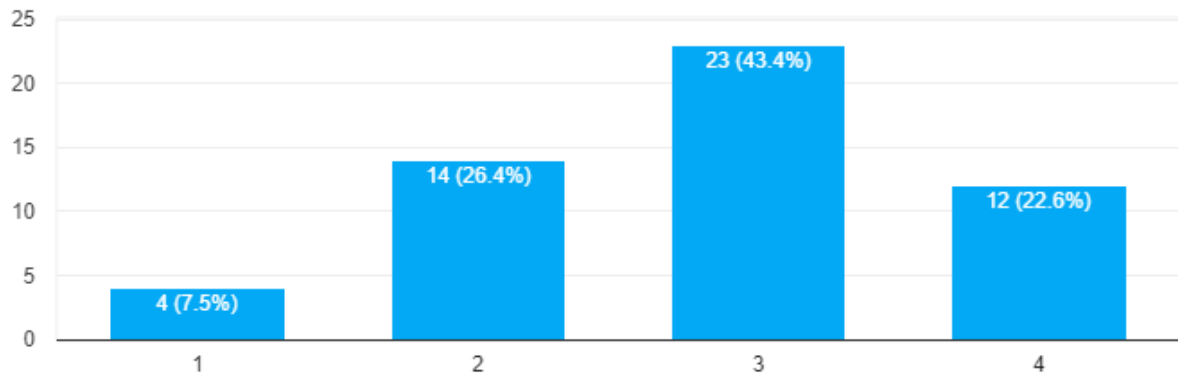
In summary, the curricula at the elementary level is aligned to current standards and allows for flexibility of instructional across grades. The content of the program is broad at the K-2 level but becomes more specific in grades 3-5. Teachers utilize a variety of instructional strategies using existing or teacher created resources.

6-12

In the secondary survey, results reveal that teachers have a common understanding of what the curriculum is and what the expectations are for student learning. Teachers responded to the statement “Social Studies should involve instruction in how to read and write in the social sciences.” with 93 percent agreement. When asked whether writing is an essential component of the classroom 87 percent also agreed or strongly agreed. However, in response to the statement about students beginning the academic year with appropriate skills there was greater variety of responses, demonstrating a need for more specific articulation and definition of writing skills across the grade levels.

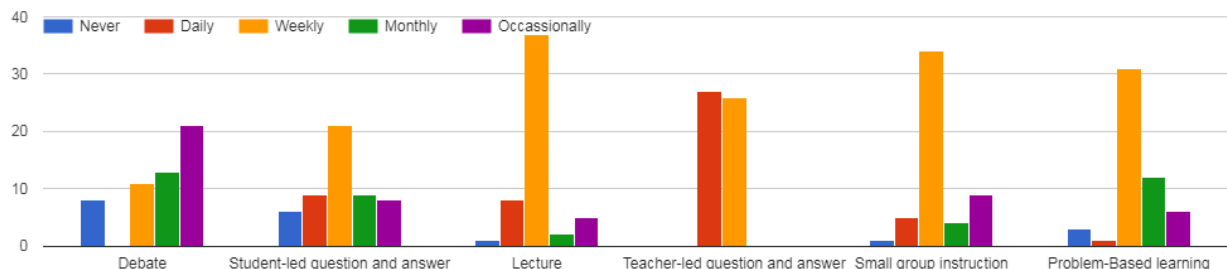
Students enter my class with appropriate writing skills for their grade level.

53 responses



Teachers reflected on their pedagogical practices in the survey. In the upper grades there is some variation in pedagogical methods with lecture and teacher-led question and answer as dominant practices.

Please indicate the frequency with which you use the following techniques in social studies.



Review of Assessment

K-5

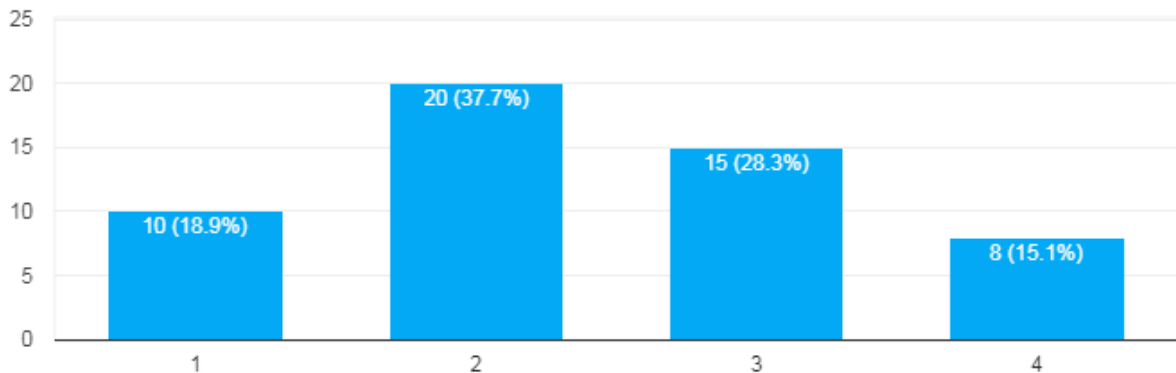
At the K-4 level, there are no common assessments of student learning in social studies. Informal assessments include daily classwork, writing responses, presentations and longer term projects. Exit slips may be completed by students at the end of a period's instruction to provide formative assessment data to the teacher. In grade 5, teachers administer paper and pencil assessments, in addition to these informal assessments. Nearly seventy four percent of teachers feel that there is a need for alternate assessments.

6-12

In grades six through twelve there are various types of common assessments that have been in use for several years. Teachers agreed on the need for more types of alternative assessments.

Alternate assessments are needed in social studies.

53 responses



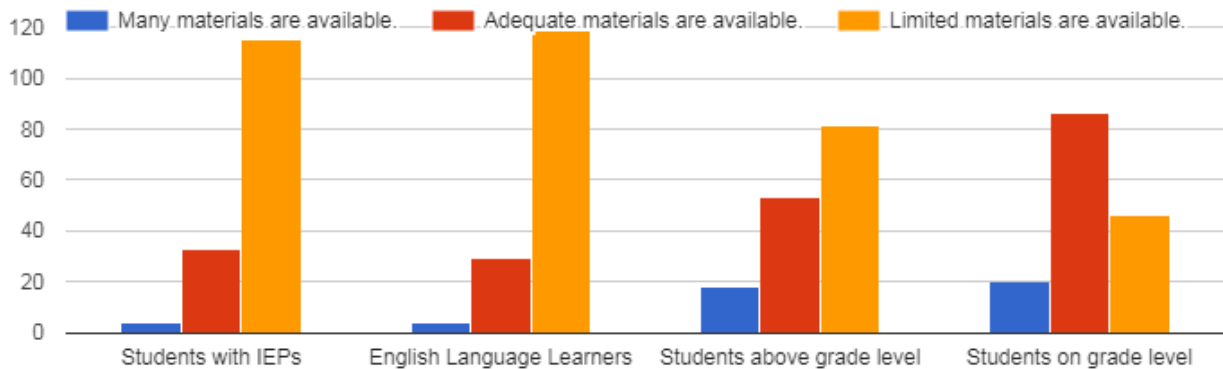
Review of Resources

K-5

Resources used at the elementary level include a variety of materials. There is no program in grades K-4 but in grade 5, teacher use TCI as a supplemental resource. Trade books, core novels, informational articles, read aloud and shared reading texts are used for instruction to help students learn the content in each unit. Additionally, weekly subscriptions such as Time for Kids and Scholastic News are used to supplement the existing materials. Students use online resources such as BrainPop, Raz Plus and Newsela as additional resources for instruction. In many instances, these materials need to be shared among teachers and students. In responding to the survey, many teachers shared what one teacher summarized, “Resources need to be updated and easily accessible.”

To effectively teach any subject, teacher need to have ample resources. Recommendations will be made to increase the quantity and variety of resources available to teachers at each grade level.

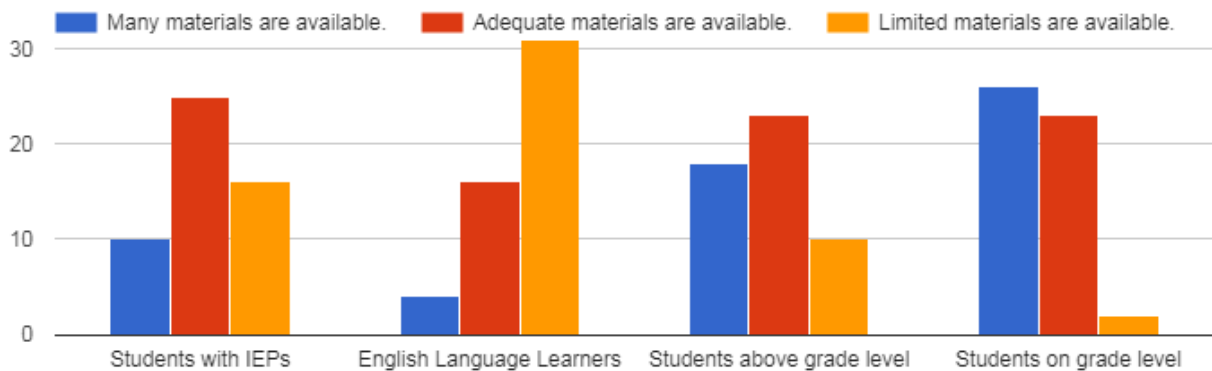
There are sufficient resources to support the learning needs of these students in my social studies classroom.



6-12

In the review of resources across the district, there were several areas that were deemed to be insufficient for the needs of students. A point of agreement from K-12 staff responses show that the majority of materials available to use are designed for the general education population. More materials are needed to support the following groups of students: Special Education, English Language Learners, RTI Tiers 2 & 3, and E.

There are sufficient resources to support the learning needs of these students in my social studies classroom.

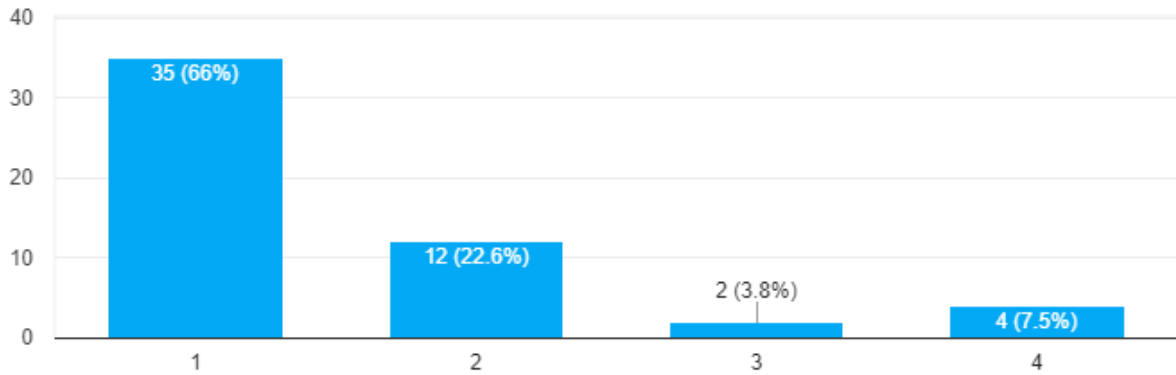


Often times, it is through the collaboration of teachers that additional materials are developed and distributed; however, materials purchased by the district across the grade levels would enhance the curriculum. Comments from many teachers reflected a desire for access to more up-to-date and varied resources. Teachers need a variety of print and technology resources to meet the needs of all learners.

All grade levels benefit from the use of technology; however, it is a challenge at times to use because teachers struggle to obtain a full class set of Chromebooks. The resources available vary according to the topic of instruction. Technology was another area in which teachers were in agreement upon the need for greater access. Eighty-seven percent of the secondary teachers responded that a one-to-one initiative would be beneficial to student learning. Anecdotally, teachers have responded that classroom sets of computers would be beneficial because it is often difficult to find carts available for the time periods in which they are needed.

Students having their own computer (laptop 1:1 initiative) would be beneficial to student learning.

53 responses

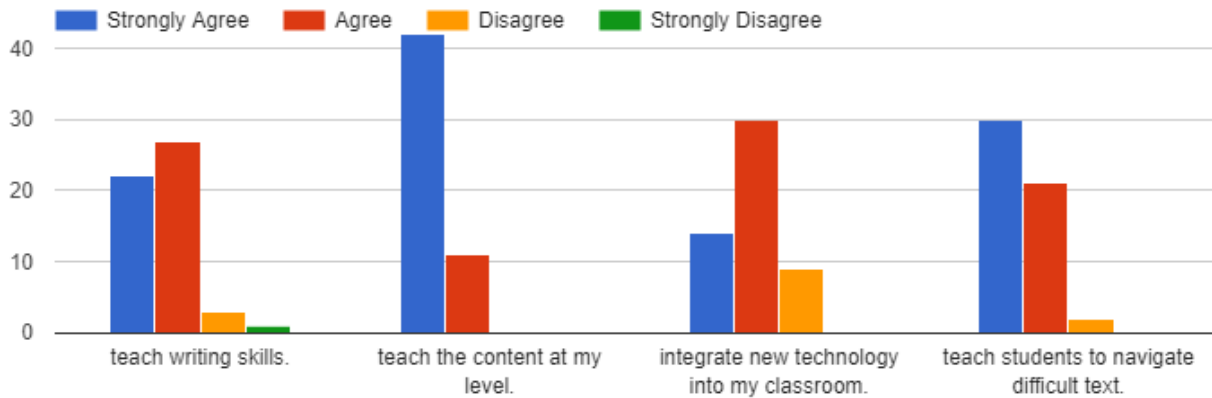


Review of Professional Development

K-5

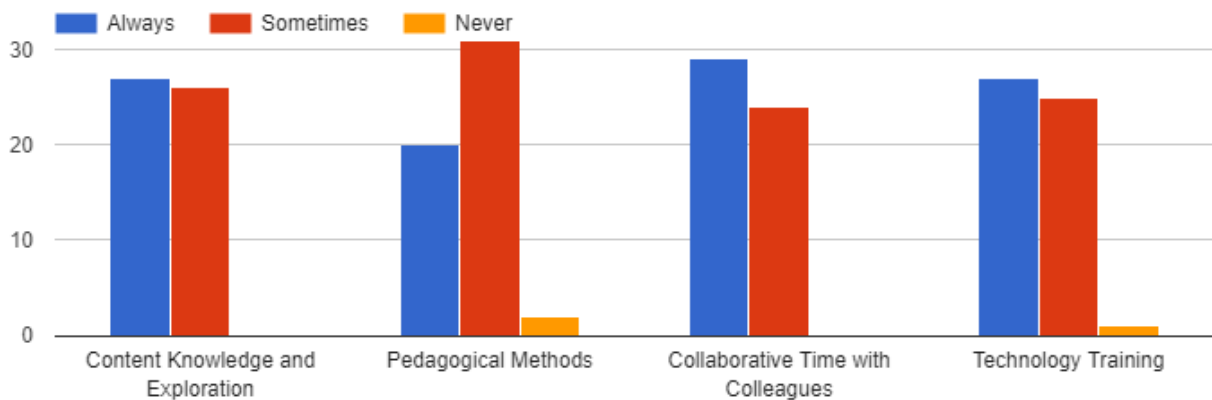
At the K-5 levels, teachers have not had scheduled professional development dedicated to social studies instruction in recent years. It is a challenge to collaborate across schools due to the lack of social studies meetings on the calendar. Time to collaborate with colleagues is inconsistent and currently only offered at the building level. Teachers need to define topics to discuss during grade level meetings or common planning time. In some instances, teachers are spending a lot of time learning and preparing for their instruction. One survey respondent wrote, “There was very little professional development when our Social Studies units were changed the last time. Many personal hours were spent in order to teach these units in a way that is appropriate and understandable to third graders.”

I have the training or experience to:



For teachers in grades 6-12, the survey results show a need for more choices available in professional development. While a few teachers want mostly content focused professional development most teachers requested a balance of professional development. Teachers responded favorably when asked about opportunities to collaborate with their colleagues but they would also like the opportunity to learn from outside consultants and to explore pedagogical practices like working with different types of learners and integrating technology effectively into their lessons.

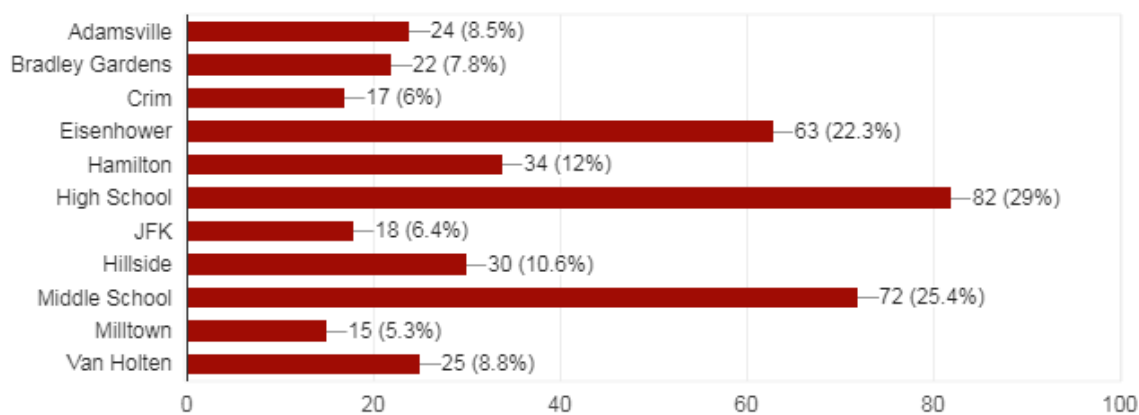
Professional Development should include the following:



Parent Survey Results

My children attend the following schools:

283 responses



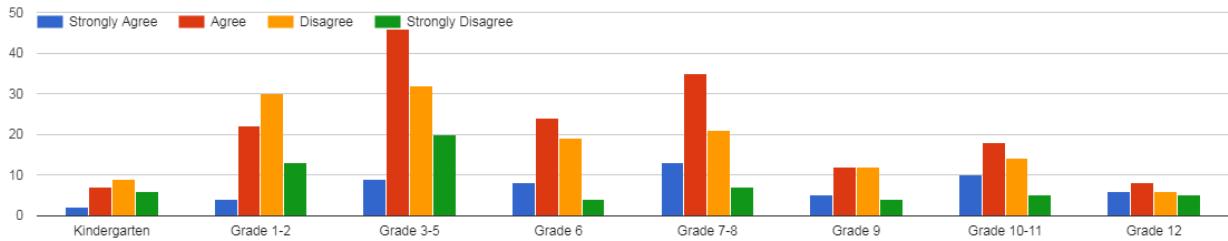
During the spring of 2017, a survey was sent out to parents of students enrolled in the Bridgewater-Raritan Regional School District. During the fall of 2017, the survey was sent to parents again, with the goal of increasing participation. There were a total of 284 parents who responded to the survey and were asked to provide feedback regarding the following topic areas: homework, academic rigor, and skills addressed throughout the grade levels.

According to the survey results, most parents throughout all grade levels felt that homework is an important component in strengthening the foundation of student learning. At the elementary level, most parents felt that their children do not receive enough homework on a nightly/weekly basis in the area of social studies. At the middle and high school levels, parents feel that homework given is suitable to help students gain knowledge of the material they are studying, however the general feeling is to increase the amount given.

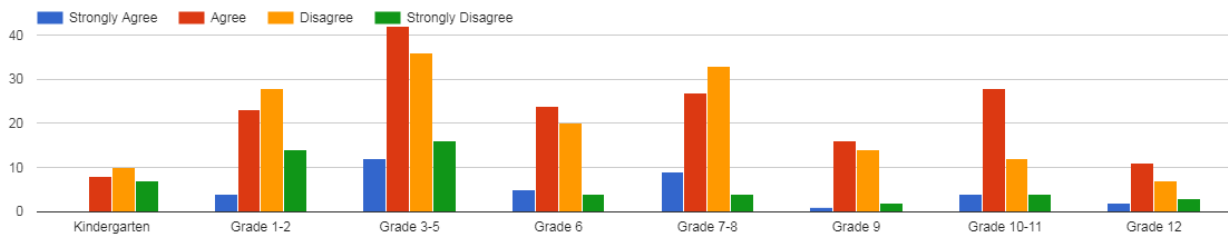
Social studies instruction appears to be a noteworthy topic among responding parents in all grade levels. Many parents of students in grade K-5 believe that there is not enough instruction of social studies since it is only taught for half of the school year. They would like to see social studies integrated into the LAL curriculum, if not become a full year course of study. The responses from the parents of high school students were positive, as far as classes offered and the rigor of those classes.

Overall, parents felt as though the work assigned was appropriate, yet in the lower grades they believed that the students are not yet able to make the connection between what they are learning and how it relates to them personally. Parents seemed to be in agreement that the assessments aligned with the work assigned. They also agreed that having a general knowledge of the world was important, however they would like to see it taught throughout the year or more consistently at the elementary level. Depending on the grade level, the response varied regarding cultural group knowledge. This is of course, is dependent on the curriculum of that grade level.

The report card/ Powerschool Gradebook helps me understand what my child is learning in social studies.



I know what the learning outcomes are for my child in social studies.



Comparison Program Descriptions

As part of this program review, research of comparison programs, including school visits to other districts, were conducted. Size of district, as well as district performance, were considered, when selecting districts for comparison. The program review committee reviewed the data from several school districts using websites to examine curriculum, pacing, and performance. Using this information charts were created to then examine what the social studies programs entailed and where further exploration could occur. This process was deemed positive and beneficial by all members of the teams. The opportunity to engage in professional dialogue regarding instructional practices and curricular programming with teachers from other districts was rewarding. The teams were grateful to the classrooms and districts who allowed a team to visit and observe their practices as a way to examine our own.

At the elementary level, two different districts were used for comparison. Hillsborough School District was one of the districts. In this district, social studies is taught daily for 80 minutes in the elementary grades. Their curriculum is a full year. At most grade levels, there are four units per grade level and common assessments are given at the end of each unit. Additionally, at some grade levels, there is a capstone project. Social studies is taught to heterogeneously grouped students including students who receive services for special education, English as a Second Language and Intervention. During our visit to Amsterdam School, two fourth grade classrooms were observed. Throughout the observation, small group instruction and student collaboration were evident in both classrooms and reading and writing were integrated into the lesson. Teachers from our district were able to debrief with the teachers and supervisor from Hillsborough. There were several takeaways from the visit including the use of effective instructional strategies, differentiation, integration of language arts, and authentic assessment.

While we did not visit Edison School District, we were able to speak to two supervisors and examine their curricula. In this district, social studies and English Language Arts are fully integrated into one curriculum and taught during their literacy block. In practice, teachers are doing reading and writing instruction with social studies materials during nonfiction units of study. Because Edison uses standards based instruction, teachers also have latitude to teach social studies outside of the units of their study. Performance-based assessments are also incorporated at the end of non-fiction units.

At the secondary level, visits were made to two school districts. Edison and West-Windsor Plainsboro were chosen because of their similarities to Bridgewater-Raritan in size, population, and performance level.

The visit to Edison Township took place at J.P. Stevens High School and Herbert Hoover Middle School. The entire group visited both schools and were split up during the visits and provided a schedule to follow to see various classes. Members of the group were able to speak to teachers and some of the students on the visit. The social studies supervisor was available to debrief and to provide an overview of the assessments used as benchmarks and answered questions about

In the visit to West Windsor-Plainsboro, two groups of teachers and administrators divided up and visited High School North and Community Middle School. Each group was brought to a variety of classes by a district administrator. Members of the Bridgewater-Raritan team were able to speak with students and teachers throughout the visit and had time toward the end to then speak with teachers. Both groups joined back together to debrief and ask further questions of the social studies supervisor. The visit was inspiring and provided the group with many ideas to further explore that became part of the recommendations of this review including promoting an inquiry model, a more consistent approach to research, and further developing our assessment program to incorporate performance based assessments.

	Bridgewater-Raritan	West Windsor-Plainsboro 6-12	Edison 6-12
AP European History	√	√	√
AP United States Government and Politics	√	√	√
AP Comparative Government		√	
AP US History	2 years	1 year	1 year
AP Psychology	√	√	
AP World History		√	
International Business and Cultures		√	
Civics			Civics & Justice (Semester)

Sociology	Semester	Human Behavior (Year) Sociology & Psychology	Semester
Psych	Semester		Semester
Multicultural Studies		1 year	
1:1 Technology		√	√

Assessment

Currently, assessments are used as a way to measure student progress against the content of our course curricula. In grades K through five there are currently no common assessments in social studies. In grade six there are common unit assessments with a more challenging assessment for students in the E class. There is also a common geography skills assessment given at the end of the school year. In grade seven through eleven there are fall and spring Document-Based Question (DBQ) essays given. Rubrics are common to the school (MS and HS). In the middle school, students also take a midterm assessment and a final that focuses on document analysis and a key unit in the course (Constitution and Renaissance).

Each required high school class has a portion of the midterm and/or final that is common. This is typically a one-hundred question multiple choice portion of the exam. Each exam is unique to the course and/or level of the class.

Overall Student Performance Analysis

In the elementary grades, social studies is taught for half the school year and less than five days a week in grades kindergarten through five. Measuring student progress in social studies is an area that needs improvement. There are currently no assessments linked to social studies alone to measure student performance. Reading levels, writing performance and other measure of student performance, used on a regular basis by the classroom teachers, are pieces of data teachers use to assess student progress. As part of the recommendations, in conjunction with science and language arts, indicators for growth will be identified to ensure student progress in social studies.

In grade six, scores are collected by teachers to use as a measure of students progress for the Student Growth Objective (SGO). Students typically demonstrate an understanding of the content of each unit, as measured by our assessments. As part of the plan moving forward, assessments will include a balance of skills and content.

While the department in seventh through twelfth grades has been giving a similar exam to students for several years, the way in which this data has been collected has not lent itself to

analysis over time. Moving forward, the capabilities of LinkIt! will be used to collect data and track progress more consistently.

A review of our current assessments also shows a large focus on content-based questions requiring memory and recall for students to perform well. The DBQ assessment provides a balance of student content knowledge and writing performance. Scoring will be improved with a plan for improving inter-rater reliability and providing regular anchoring for scorers.

Comparative Data Analysis

In the Advanced Placement courses offered at the high school, Bridgewater-Raritan consistently outperforms the average scores reported for New Jersey and globally. The complete results for the social studies courses and the scores can be found in [Appendix G](#).

Recommendations

Curriculum

As we have examined our curricula through the program review process, areas of the curriculum have been identified for revision. Based on recommendations from the National Council for Social Studies, inquiry and a clearly articulated method for investigating history will be more explicitly taught. Social Studies incorporates several disciplines all of which employ a method of investigating and discovering information. Curriculum will be revised with the goal of providing a balance of content and providing students the skills and opportunity to investigate, analyze, and reach conclusions based on evidence provided. History continues to grow every year and it is necessary to ensure students learn to be critical readers and writers with skills to analyze the vast and varied sources of information with which they are presented.

We continue to examine the content and pacing of our courses and the lenses we use to examine history and the various peoples who have played integral roles in shaping our country and world. At the elementary level, citizenship and ethics should continue be an integral part of the units, as appropriate to the standards and the history of our American heritage should play a more significant role in the development of the curriculum. Additionally, it will be important to include an exploration of other cultures so as to allow students to develop a deeper understanding of their influence on daily life in America. At the secondary level, we will continue to examine

and look at integrating skills that are essential to students as they develop and contribute to our democratic society.

Student curiosity and questioning can be the catalyst for their learning and for the actions they will yearn to take as a result of their new understandings. Continued opportunities to examine and analyze resources will provide students with the practice of locating and using evidence to ground their thinking. Integration of social studies content in the elementary schools will allow for more seamless instruction and will lead to deeper understanding, providing a strong foundation for future learning.

The recommendations for Curriculum and Instruction are below:

	K-5	6-8	9-11 (core courses)	9-12 electives
Content	Revise content as needed to allow for inquiry and to better accommodate integration and building of knowledge. Connect big ideas between social studies and science. Align lesson planning between the two.	Move the study of Islam from 6th to 8th and incorporate African Kingdoms into 8th grade (from 5th).	Content will not be moved during this revision cycle but the approach to the content will be revised to reflect a more inquiry-based approach.	Semester Civics course Social Psych H AP Capstone
Student Centered Learning	Incorporate goal setting and self-reflection as part of assessment and learning for students. Focus on instructional strategies to meet the needs of all learners.			
Estimated Cost	60 days X \$300 per day = \$18,000	32 days X \$300 per day = \$9,600	6 days per course 9 courses = 36	8 days per course 3 courses

			days x \$300 =\$10,800	24 X \$300 per day=\$ 7,200
Research, Writing & 21st century Skills	Create a progression for skills to be taught and measured over time.			
Estimated Cost	30 days X \$300=\$ 9,000			

Staffing

The staffing recommendation is to move from 24.9 teaching positions to 25.0 at the high school. This change would allow greater flexibility in teaching assignments connected to course offerings to better serve student needs.

Program and Courses

In the following section, several recommendations are made to improve the social studies program. Recommended course additions would provide greater options for students to explore various aspects of social studies.

Course Title	Grades	Credits	Description
Civics Course (Title TBD)	9-12	2.5	An academic level course which provides students with an opportunity to more deeply study government and the responsibilities of citizenship.
	Curriculum Writing and Materials. May affect enrollment in American Law and Sociology		
Social Psychology H	12	2.5	AP Psychology would be the prerequisite. It would be offered for one semester and could be paired with Abnormal Psychology H. Currently, Abnormal is offered both semesters.
	Curriculum Writing and Materials.		
AP Capstone	11-12	5/5	We believe that our school will benefit from the AP Capstone Program as each year the school has a number of students who pursue independent study projects of their own design. The AP Seminar and AP Research courses will allow students the

			<p>opportunity to further pursue and expand their knowledge in specific areas of interest. The structure of the courses will bring students of various backgrounds and interests together to work as a team. We believe that teaming is an important skill that contributes to future success in all endeavors. The courses will allow students to communicate their ideas and thoughts in a collaborative environment, to actively engage in intellectual discussions that assist them in developing their personal opinions, and to utilize research methodology to establish a basis for their perspective – all of which are currently fostered in our high school throughout the curriculum. This program will recognize the achievements of students who pursue challenge and higher levels of rigor and reward them for their effort. The intent of the program is to foster cross-content collaboration.</p>
			<p>Professional development of certified teachers (not content-specific) is required and includes a 4.5 day summer workshop and online assessment training during the school year. The cost of professional development for the 2017-2018 school year was \$1050 which includes tuition and materials as well as access to the online training. Fees for the 2018-2019 school year are not yet available. Eventually, two courses would be offered as this is a two-year program for students.</p>

Assessment

At the elementary level, assessments need to be created and clear benchmarks need to be defined. There is a need to create opportunities for both formative and summative assessment in all grades K-5. Authentic tasks will provide the best means for capturing student learning. Assessments will vary but will allow students to demonstrate not only their understanding of content but its application, as well.

At all levels, assessments should include measurement of student analytical and thinking skills as well as their acquisition of content knowledge. Performance-based assessments should be considered when appropriate. Project time for teachers to collaborate on these assessments would be needed

Recommendations are below:

	K-5	6-8	9-11 (core courses)	9-12 electives
Assessment	Common Assessments (with ELA-Science) that measure skills (analyzing text or cause/effect, etc.) and problem solving.	Create assessments that are problem-based and incorporate real-world scenarios. Provide training and anchoring for all writing pieces.		
Estimated Cost	55 days x \$300= \$16,500			

Resources and Technology

Instructional resources is the area most in need of development at all levels. While there are some resources, they are not readily available nor are there enough for teachers to adequately meet the needs of their students. Resources to support the needs of diverse learners need to be purchased for each classroom.

	K-5	6-8	9-11 (core courses)	9-12 electives
Resources to support all students	Provide resources for all levels per teacher, e.g. Picture books Trade books Read Alouds Shared Reading Texts Online subscriptions Weekly subscriptions	Provide support through access to resources for ALL the different levels (Enrichment, English Language Learners, ICS, Response to Intervention, Resource Room) Trade books Texts Online subscriptions Weekly subscriptions	Improving access to varied leveled texts for standard, ELL, and resource room classrooms.	Offer Academic level civics (semester), Social Psych H (semester)

Technology	Research online databases for historical images/primary sources. Digital libraries Increase the number of Chromebooks available to each teacher.	Recommend 1:1 access or a class set of computers in each classroom. Increase ease of access to online databases and materials for staff and students.		
Estimated Cost	TBD	TBD	TBD	TBD

Professional Development

Professional development is a priority at all grade levels, based on teacher feedback and program review. Survey results show that more professional development would prove beneficial for Social Studies teachers. Secondary teachers report the highest levels of proficiency in content. Even so, the need for professional development will become even more apparent with the introduction of new or revised curricula, varied instructional strategies, additional resources and new or alternate assessments. Recommendations are below.

	K-5	6-8	9-11 (core courses)	9-12 electives
Professional Development	Inquiry model Instructional strategies Integration of Literacy/ Science Assessments	Pedagogical practices Collaboration with colleagues Teacher choice for content- related professional development Anchoring for writing		AP Capstone Pedagogical practices Collaboration with colleagues Teacher choice for content-related professional development
Estimated Cost	\$70,000 (over 2 years)	TBD	TBD	TBD

Proposed Program Plan Timeline

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>
	Program Review	Pilot and Resources	Implementation	Implementation	Implementation and Review
Staffing	Assess current numbers	Assess current numbers to make determination about staffing needs.			
Programs/ Courses	Assess current programs	Create and propose new courses to Board of Education	Provide Professional Development	Provide Professional Development	Review and assess
Curriculum	Assess current curricula in all courses	Writing and Revision of Courses	Provide Professional Development in curriculum and instruction	Examine assessments and student learning. Make changes, if necessary	Examine assessments and student learning. Make changes, if necessary
Resources/ Technology	Assess current resources/ technology	Develop list of recommended resources and purchase for pilots.	Purchase recommended materials for all classes	Assess current and ongoing use and costs of resources/ technology	Assess current and ongoing use and costs of resources/ technology

APPENDIX A

Social Studies Department Course Descriptions 2017-2018

Course Title	Grades	Credits	Description
Advanced Placement U.S. History I	10, 11	5	AP American History is a two year program that meets the state requirement in U.S. History. The curriculum of AP American History I & II follows the recommendations of the College Board and is designed to prepare the student for the Advanced Placement exam. The curriculum includes an in-depth study of American History from the colonial period to the present. Political, social, and economic issues are studied. The AP student is expected to take the Advanced Placement American History Exam in May of his/her junior year. Summer assignment required in each course.
Advanced Placement U.S. History II	11, 12	5	
Social Studies SI	9, 10, 11, 12	5	This multi-grade/multi-ability-level course for beginning, intermediate, and advanced English Language Learners (ESL I, II, III) will meet both social studies content objectives and language objectives in a differentiated, sheltered-instruction learning environment. With access to a variety of texts and materials, this course will account for both American and world history in an effort to bridge student progress for placement the next year into the grade-level appropriate social studies course.
U.S. History I (A, S)	10, 11	5	Participation in the Standard (S) level course is an academic placement decision. This course, a requirement for graduation, is a survey of the period 1585 to 1914. You will gain an understanding of the political, economic, and social development of the nation and of major domestic and foreign issues in the time period of the course. There are eight units of study composing the course. You will study: founding of our nation, nationalism, expansion and sectionalism, economic and political development, foreign policy, and the development of culture and thought. New Jersey history will also be an integral part of the course. The course will be offered at both a standard and an academic instructional level.
U.S. History I (Honors)	10, 11	5	This program is available to students who demonstrate an interest and an aptitude for in-depth study of American History. Students will be required to do concentrated reading and writing, an in-depth study of various interpretations of American history, individual research, and independent study.

U.S. History II (A, S)	11, 12	5	<p>Participation in the Standard (S) level course is an academic placement decision.</p> <p>This is a mandatory full year course required of all students for graduation. The course is a survey of American history from World War I to the contemporary world. A thematic approach to the study of political, economic, and social changes as well as major foreign policy events will highlight this course. The course will be offered at both a standard and an academic instructional level.</p>
U.S. History II (Honors)	10, 11	5	<p>This program is available to students who demonstrate an interest and an aptitude for in-depth study of American History. Students will be required to do concentrated reading and writing, an in-depth study of various interpretations of American history, individual research, and independent study.</p>
World Civilizations II (A, S)	9	5	<p>Participation in the Standard (S) level course is an academic placement decision.</p> <p>This is a state-mandated, full-year course required of all incoming freshmen. Students must successfully complete the course in order to earn credit toward fulfilling the state-mandated graduation requirement. World Civilizations II is a continuation of World Civilizations I begun in 8th grade. The focus of the first year of this course was western civilization. The focus of World Civilizations II is non-western civilizations from 1350 through contemporary issues. Students will gain an understanding of the geography, environment, economic innovation/technology, history, and culture of major non-western civilizations.</p>
World Civilizations II (Honors)	9	5	<p>This program is available to students who demonstrate an interest and an aptitude for in-depth study of World Civilizations. Students will be required to do concentrated reading and writing, an in-depth study of various interpretations of World Civilizations, individual research, and independent study.</p>
Abnormal Psychology (Honors)	12	2.5	<p>Prerequisite - At least a course grade of B- in AP Psychology</p> <p>This course covers the major psychological disorders related to patterns of maladaptive behavior. It emphasizes biological, psychological, and social perspectives on causation, treatment, and prevention of these. Topics covered include the following: Defining "abnormality" and maladaptive behavior; History of concepts and treatment for psychological disorders; Biological, psychological, social models of psychological disorder; Research methods in clinical psychology; Diagnosis of psychological</p>

			disorders; Clinical psychological testing and measurement; Disorders of childhood and adolescence; Anxiety, somatoform, dissociative disorders; Psychological factors in illness and injury; Personality and impulse control disorders; Substance abuse and dependence; Sexual and gender identity disorders, sexual assault; Mood disorders; Suicide; Schizophrenia; Cognitive and neurological disorders; Legal and ethical issues in mental health. Students will develop an appreciation of the range of behaviors that can be characterized as "abnormal" and the treatments for these disorders. Students will also gain an appreciation of how the "abnormal" behaviors studied in class are not unusual, but rather a part of everyday life.
Advanced Placement Government and Politics, US	11, 12	5	This course is offered for students who want preparation for the Advanced Placement exam in Government and Politics, United States. It will give students an analytical perspective on government and politics in the United States. Government and Politics will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It will also require familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. There are six major topics in the course: I. Constitutional Underpinnings of United States Government; II. Political Beliefs and Behaviors; III. Political Parties; Interest Groups and Mass Media; IV. Institutions of National Government; V. Public Policy and, VI; Civil Rights and Civil Liberties.
Advanced Placement European History	11, 12	5	This course is offered for students who want preparation for the advanced placement exam in European history. This course will strive to strike a balance between factual knowledge and critical analysis. The major themes of study include the following: political and diplomatic history, intellectual cultural history, and social and economic history. This course will cover European history from 1450, the high Renaissance, to the recent past.
Advanced Placement Psychology	11, 12	5	This course is offered for students who want preparation for the Advanced Placement exam in Psychology. Students will be introduced to the discipline of psychology by emphasizing the history of psychology as a science, the different theoretical approaches that underlie explanations of behavior, and the contemporary research methods used by psychologists. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the major "schools" of psychology, showing how these

			schools differed in what they viewed as the proper subject matter of psychology and the methods used to study it. The scientific nature of psychology is made clear through coverage of the methods psychologists use to answer behavioral questions. Emphasis is given to the experimental method and issues of appropriate experimental sampling and control. Finally, students learn about the many different fields within psychology and about the importance of ethics in both scientific research and the practice of psychology.
American Law (A)	10, 11, 12	2.5	This semester elective is designed to acquaint students with both legal rights and responsibilities. Court decisions, case studies, and guest speakers will be used to give students practical insight into the mechanics of the judicial process and the theory of the legal system. Students will study criminal, civil, tort, contract, consumer, juvenile, and constitutional law.
Cultural Ceramics	9, 10, 11, 12	2.5 Art or Social Studies	All societies depend upon the earth for survival. By carefully using earthen materials to express themselves and the beliefs of their culture people worldwide and throughout time have created ceramics. Students in Cultural Ceramics investigate the values and beliefs of one culture by discovering and interpreting its art and works in clay. In a personal way, students then explain the work of the other culture and express themselves by creating ceramic objects. Students declare for credit in art or social studies and follow appropriate course requirements.
Economics Today (A)	9, 10, 11, 12	2.5	This semester course will meet the 2.5 credit state requirement for financial, economic, business, and entrepreneurial literacy. The course is designed to teach students about key principles of economics and how Economics relates to them. Students are provided an opportunity to analyze and assess the cause/effect relationships of economics. Students will take a “hands on” approach in understanding the real life application of the economic infrastructure and their role in it. The course will enhance student competence in understanding theoretical underpinnings and functional knowledge in economics to become informed consumers, producers, and citizens in today’s world.
Global Studies (A)	12	5	Today, we find that many problems have transcended the boundaries of nations and have become global issues. Issues such as economic development, environmental concerns, energy alternatives, national security, and human rights have become

			concerns for all humankind. This course will examine major global issues at a level appropriate for the student.
Global Studies (Honors)	12	5	This full year course is aimed at those students who demonstrate an aptitude for concentrated study in the social studies. As in other honors level courses, students will be required to complete extensive reading and writing, individual research, and independent study. The course content will be tied to global issues such as economic and human development, environmental problems, global security, and the idea of alternative futures. The approach will be one of problem solving.
Historical Exploration	11, 12	2.5	Historical Exploration is an academic level, project based, elective course offered only in the first semester to coincide with the National History Day competition. Students will have the unique opportunity to research, analyze, and present a historical topic of interest that coincides with the annual theme for National History Day. The course will enable students to develop their research and presentation skills, as well as to expand their knowledge of and interest in a particular US History topic. Students with a real interest and passion for American history will find this course particularly appealing.
Human Development (A)	10, 11, 12	2.5	In this introduction to psychology, students will survey the thematic topics of: human development, personality, and the learning process as well as the working of the mind and body. As a result, students will better understand themselves, their personal needs, and the desire for positive and constructive behavior.
Pop Culture: 20th Century (formerly Art, Music and Media: A Social History of the U. S).	10, 11, 12	2.5	This course will provide students with an understanding of major trends in art, literature, movies, music, radio, television, theater, and fads during the last 100+ years. Students will gain an understanding of these cultural trends set against the backdrop of World War I, the Roaring 20's, the Great Depression, World War II, the Cold War, the Era of Camelot and the Great Society, the Vietnam Era, and the Post-Cold War era.
Sociology (A)	10, 11, 12	2.5	This semester elective is designed so that you will be able to analyze the social structure of American and global society. You will study the tools of sociology, socialization, social interaction,

			social forces, the concept of social structure, and the five social institutions. You will also examine current changes and problems of American and global society. Topics such as crime, deviance, racial, ethnic and gender issues, organization, and social fads are all examined.
Women's Studies: Evolving Image of Women (A)	9, 10, 11, 12	2.5	This semester elective will explore how traditional gender roles were both developed and challenged with the growth of the United States through the 19th Amendment. Students will explore the impact of these traditional gender roles on the lives of women today, both in the United States and around the world, in the context of issues like health and reproduction, crime and abuse, and the media and body image. One of the goals of this course is to break down preconceived notions and to inform and change attitudes about women in American society as well as women around the world.
Women's Studies: Social Change, Changing Gender Roles (A)	9, 10, 11, 12	2.5	This course will examine how modern gender roles have been shaped and changed by the events and trends of the 20th Century. Gender roles in the family and workplace are affected by social, economic, and political changes. Students will explore how key events of the 20th century also influenced women in different regions around the world. One of the goals of this course is to break down preconceived notions and to inform and change attitudes about women in American society as well as women around the world.

APPENDIX B
Social Studies Course Enrollment

SS	Number of Students by Course	2014-15	2015-16	2016-17
	Total Kindergarten	396	368	390
	Total First Grade	562	610	524
	Total Second Grade	593	576	640
	Total Third Grade	616	627	602
	Total Fourth Grade	616	626	653
	Fifth Grade	717	661	717
	Total Sixth Grade	708	721	661
	Total Seventh Grade	726	739	755
	Total Eighth Grade	763	763	744
BRHS	US History I	81	62	47
BRHS	US History I A	422	427	414
BRHS	US History I H	74	89	71
	Total USI	577	578	532
BRHS	US History II	56	72	48
BRHS	US History II A	343	371	385
BRHS	US History II H	105	141	144
	Total USII	504	584	577
BRHS	World Civilization II	55	54	60
BRHS	World Civilization II A	510	524	491
BRHS	World Civilization II H	87	75	84

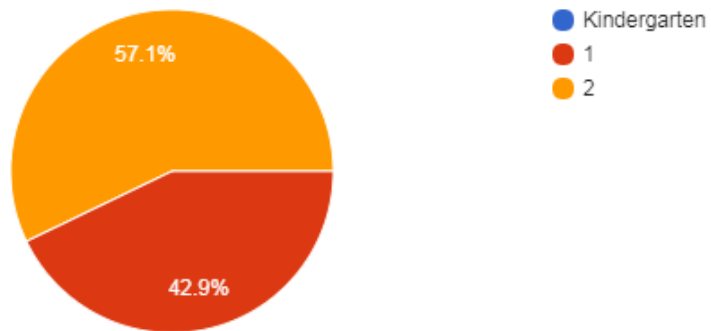
	Total WCII	652	653	635
BRHS	WS-Evolving Image Women A	40	35	48
BRHS	WS-Social Change/Changing Roles A	51	47	47
BRHS	Social Studies SI	12	8	20
BRHS	Sociology A	175	143	113
BRHS	Economics Today	100	106	101
BRHS	Art, Music & Media A	18	17	
BRHS	Pop Culture: 20th Century A			40
BRHS	Global Studies A	59	71	53
BRHS	Global Studies H	26	24	45
BRHS	Human Development A	191	189	196
BRHS	Abnormal Psychology H	27	18	42
BRHS	American Law A	79	96	89
	Electives	778	754	794
BRHS	AP American History I	88	91	107
BRHS	AP American History II	74	78	84
BRHS	AP European History	49	49	41
BRHS	AP Psychology	168	195	196
BRHS	AP US Gov & Pol	44	80	85
	Total AP	423	493	513

APPENDIX D Student Survey Results

K-2 Survey Results

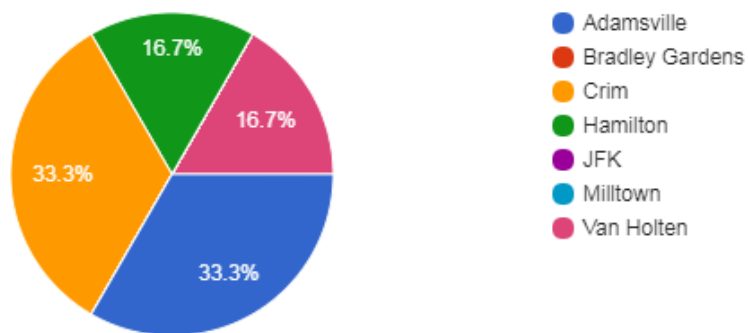
I am in grade:

7 responses



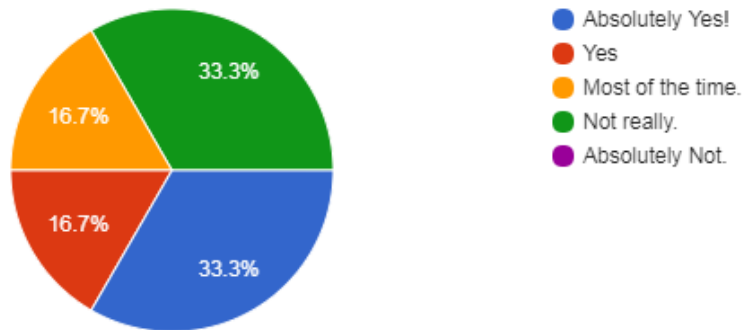
My school is:

6 responses



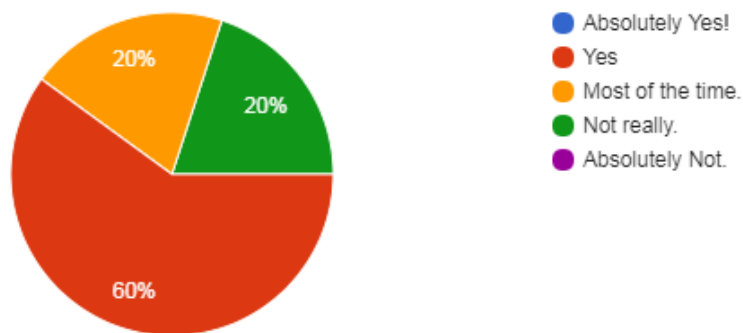
I like learning about important people in history, holidays, maps, and different communities (social studies topics).

6 responses



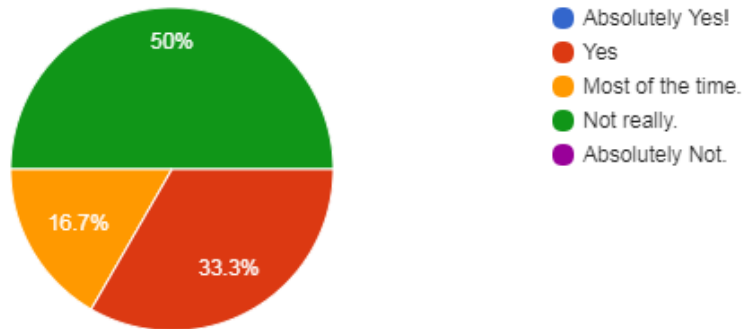
I have learned a lot about the world in social studies.

5 responses



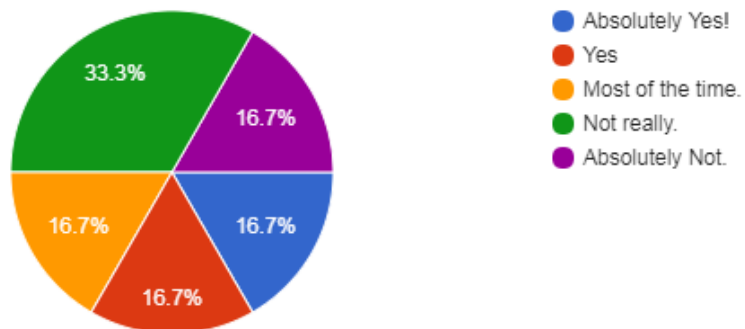
I have learned a lot about the United States in social studies.

6 responses



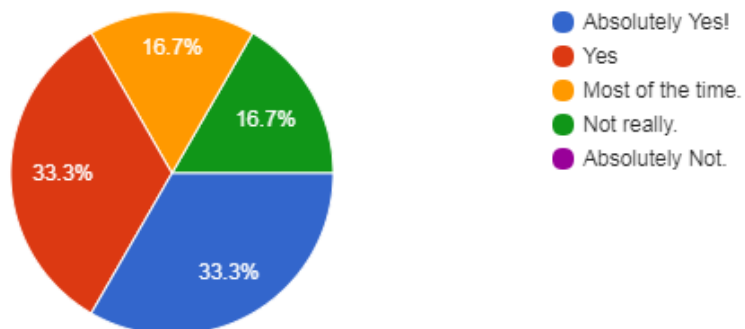
I can find most oceans and continents on a map or globe.

6 responses



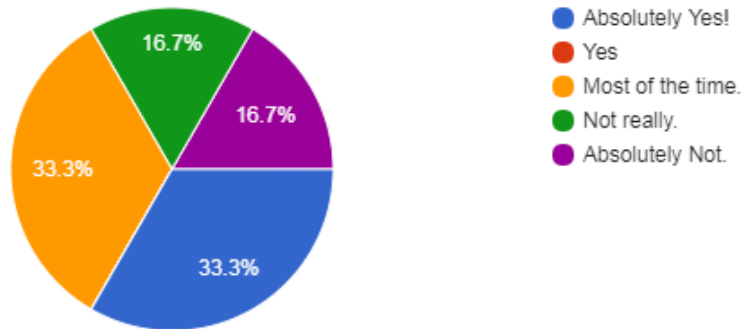
I remember what I learn when we use Brain Pop or the internet in class.

6 responses



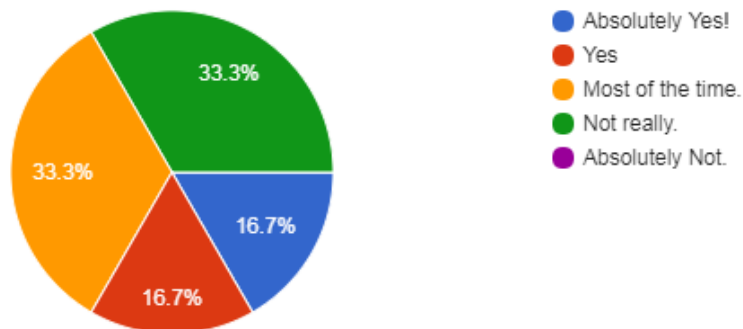
I like to listen to my teacher talk about a topic in social studies.

6 responses



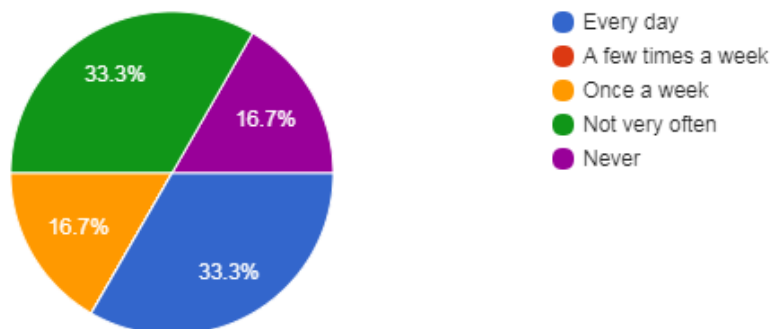
I like talking with my friends about what we are learning.

6 responses



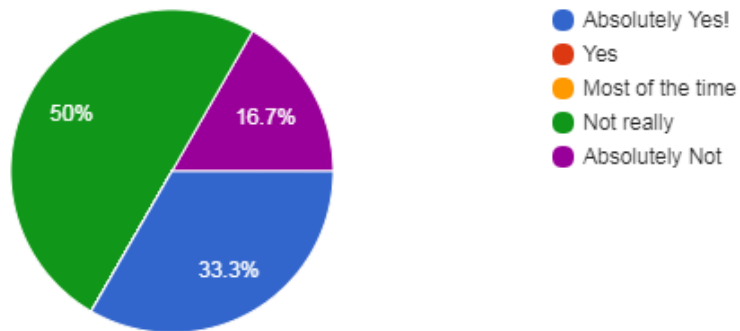
In my class, I work with partners or groups:

6 responses



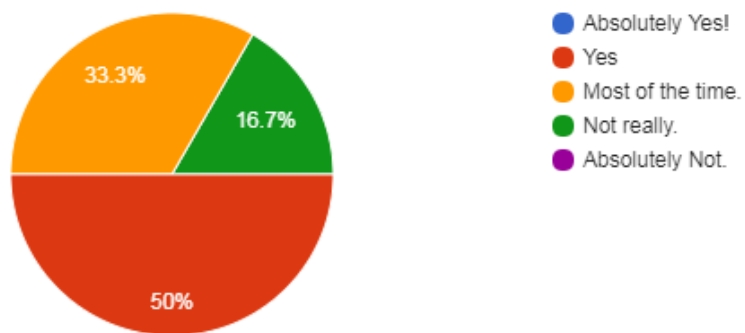
When I work in a group, it helps me learn and remember.

6 responses



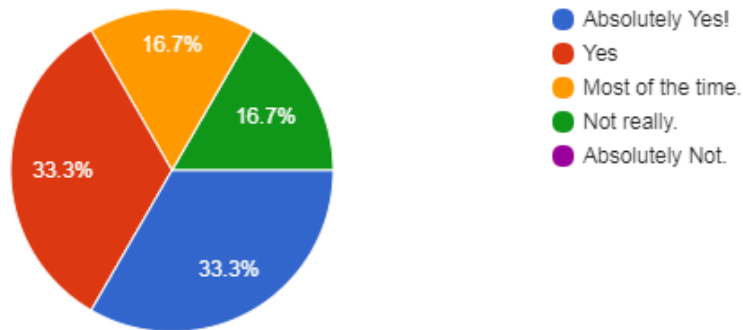
In social studies, I learn about people who have different cultures and races than my own.

6 responses



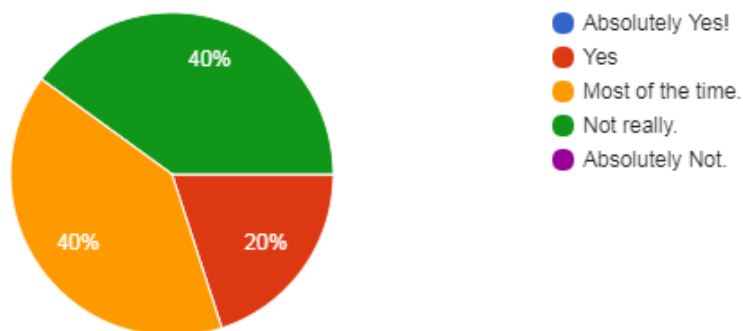
In social studies, we use different materials to learn about a topic (picture books, big books, Scholastic News, Time For Kids, videos).

6 responses



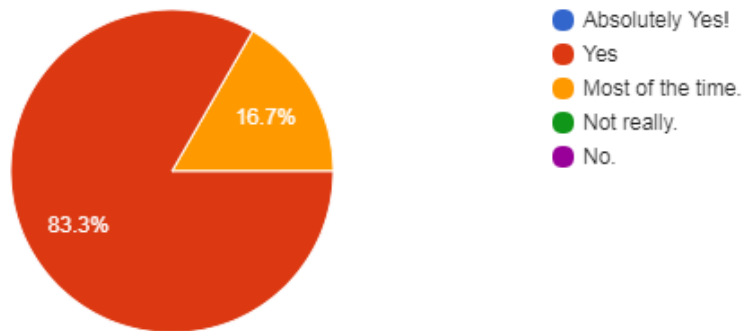
In social studies, I learn how I should act as a member of a community.

5 responses



We write during social studies time.

6 responses



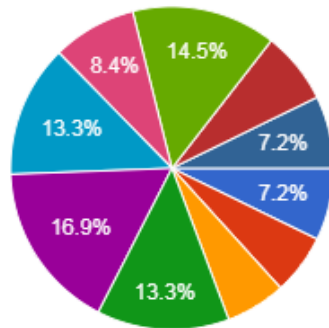
Do you have more to share about Social Studies? What would help you learn in social studies? What would you like to change or improve? What should stay the same? Your opinion is important! 1 response

We should work in groups every day

3-12 Student SS Survey Results

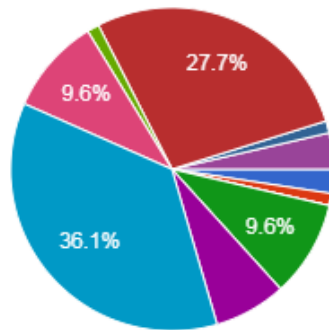
I am in grade:

83 responses



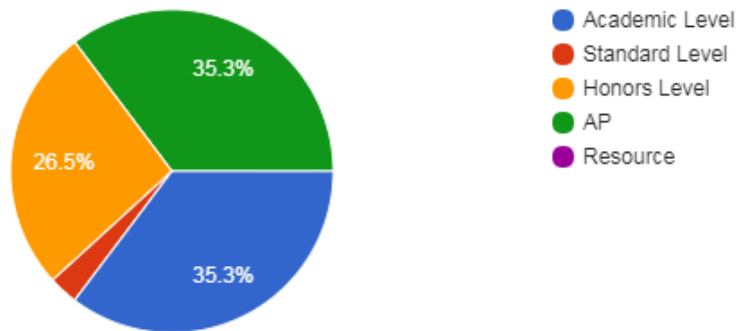
My school is:

83 responses



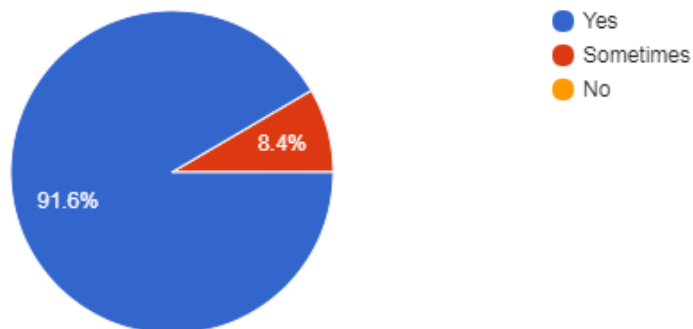
For HS students only. My social studies class is:

34 responses



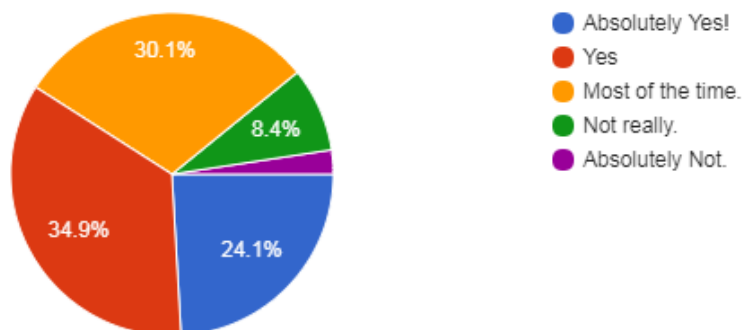
I can use the internet and a computer at home.

83 responses



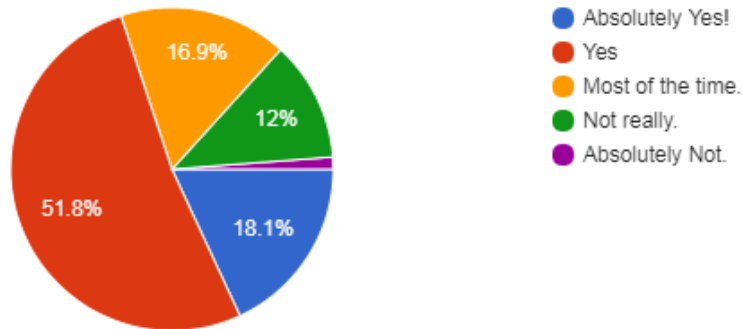
I enjoy social studies class.

83 responses



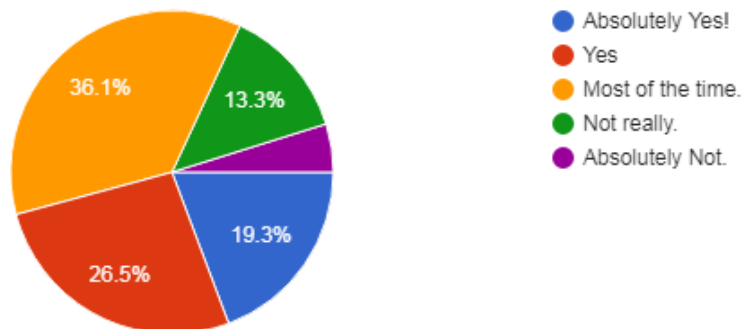
I have learned a lot about the world in social studies.

83 responses



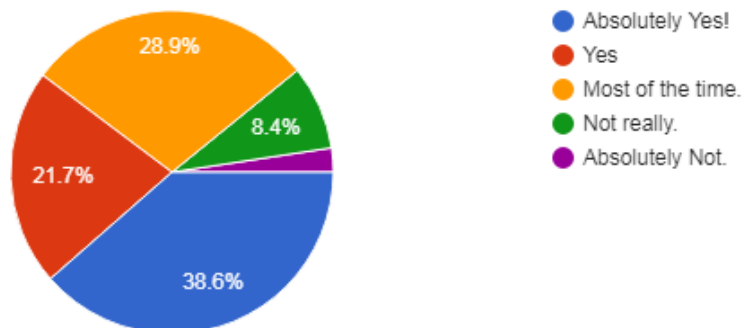
I can find most countries on a map quickly.

83 responses



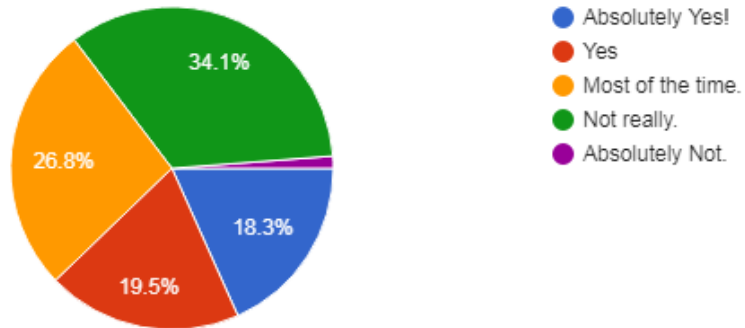
I can find most states on a map quickly.

83 responses



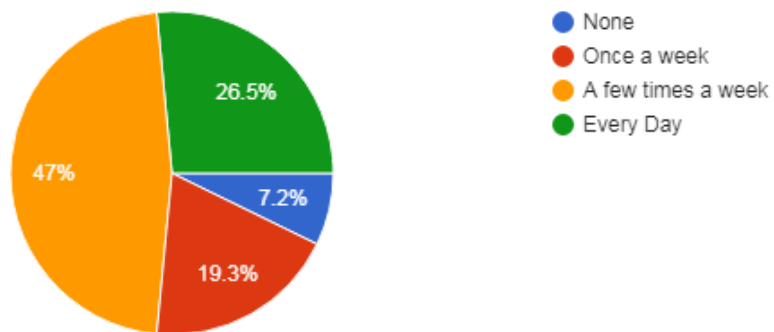
When we use the internet and computers in SS class, I learn the information better.

82 responses



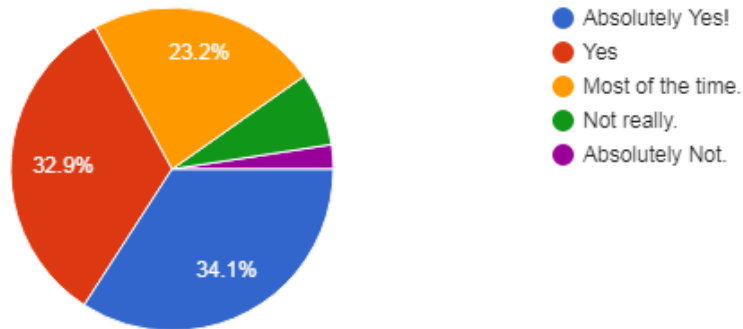
In social studies class, I get this much homework:

83 responses



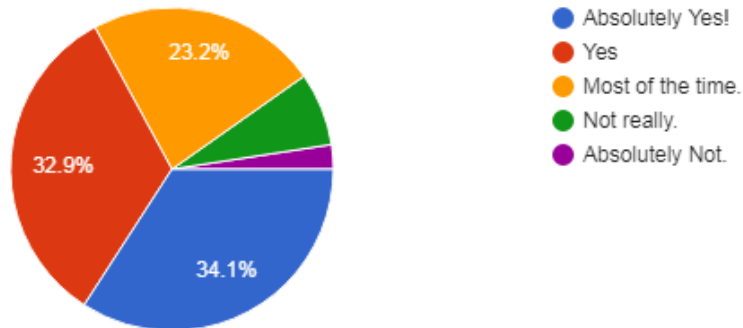
I like to listen to my teacher talk about a topic in social studies.

82 responses



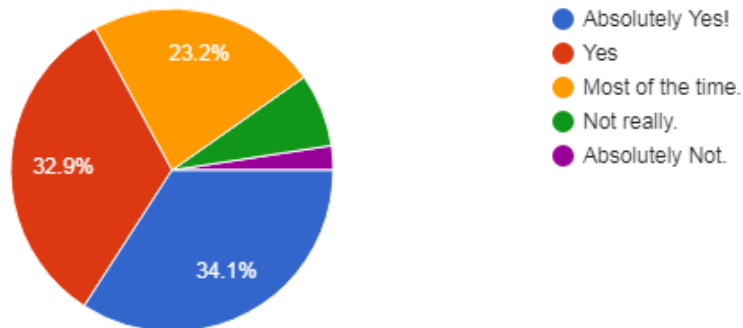
I like to listen to my teacher talk about a topic in social studies.

82 responses



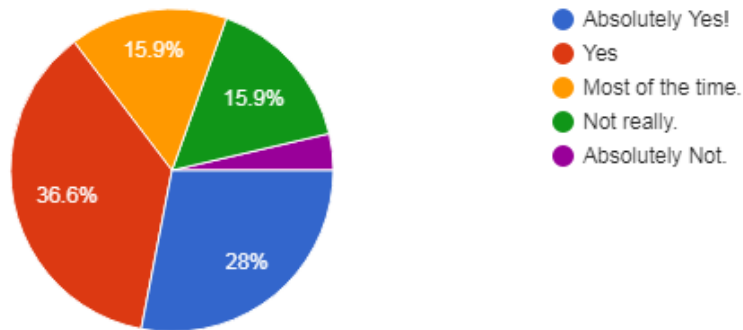
I like to listen to my teacher talk about a topic in social studies.

82 responses



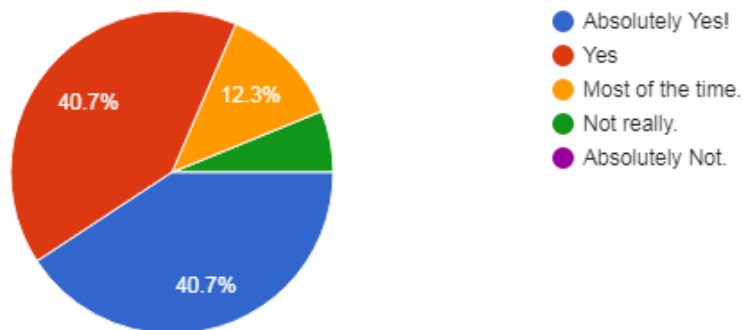
In social studies, I learn about the different groups of people, cultures, and races that make up American history.

82 responses



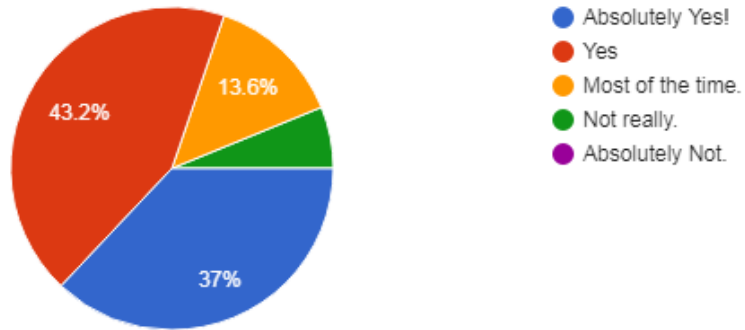
In social studies, I learn that there are different opinions about what happened in the past.

81 responses



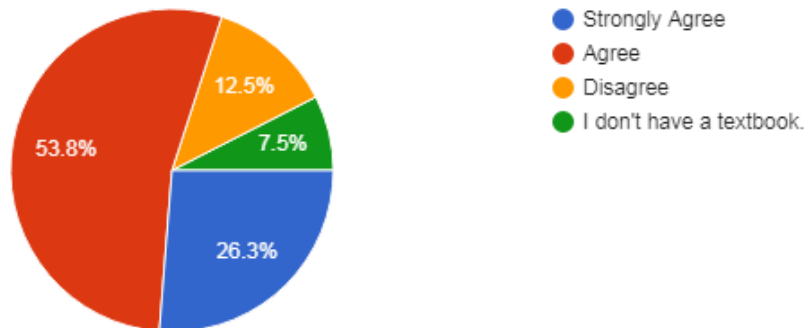
In social studies, we use different materials to learn about a topic (primary sources, textbook, video, etc.).

81 responses



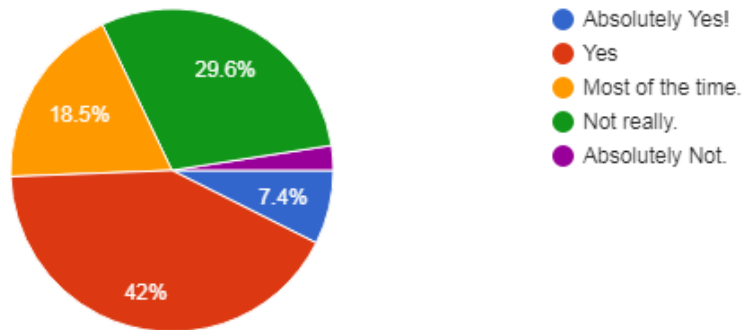
My social studies textbook is easy to read and helps me understand what we are learning.

80 responses



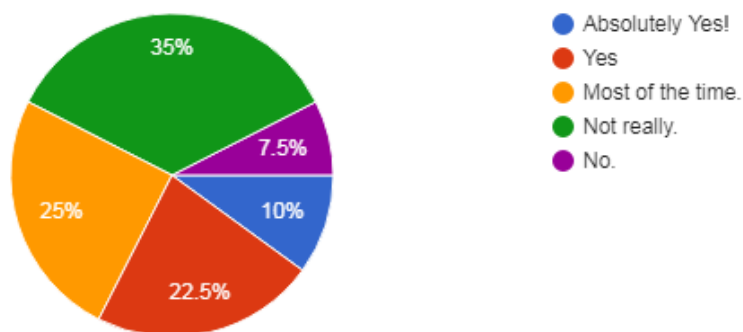
In social studies, I learn how government works and how I can be an good citizen.

81 responses



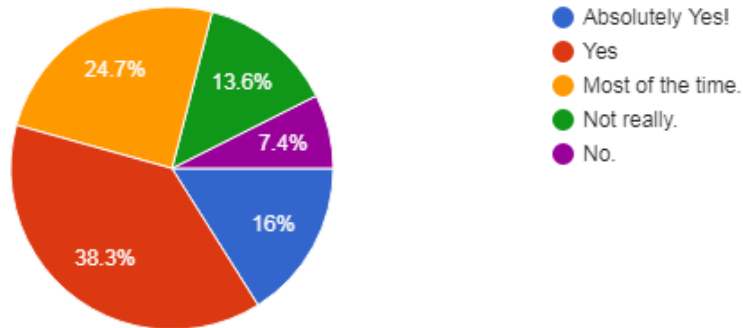
My social studies teacher helps me make my writing better.

80 responses



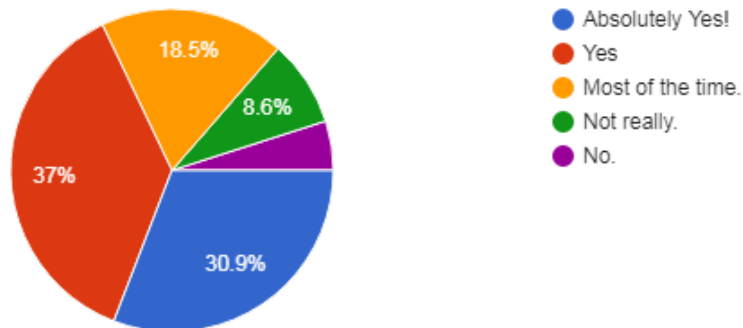
What I learn about writing in English Language Arts helps me write better in social studies.

81 responses

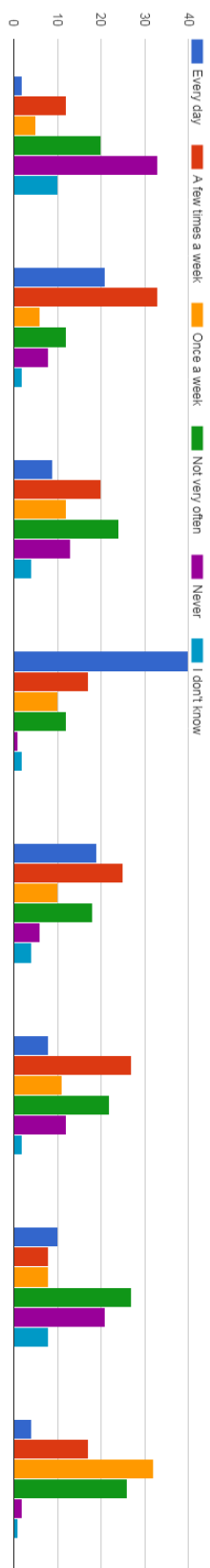


I understand why I get the SS grades I do on my report card and/or Powerschool Gradebook.

81 responses



How often do you do any of the following in social studies class?



Do you have more to share about Social Studies? What would help you learn in social studies? What would you like to change or improve? What should stay the same? Your opinion is important!
Too many PowerPoint not enough time to independently learn with computers in class
We don't really write that much and I only have social studies for 2 marking periods and only for 45 minutes a day. I think having a interactive experience would help me. The online textbooks are fine.
I believe that Social Studies should stay the same because I learned a lot this year and I really enjoy what we do in class!
Learn more about government and politics and have the ability to criticize people。 (Donald Trump)
I would like if a teacher could work with a small group of students (consisting of 4-6 people). The teacher would meet with a different group each day.
I don't have more to share about Social Studies. Something that would help me learn in Social Studies is more books and videos. There is noting (sic) I would like to change or improve except more books and videos. I think everything else should stay the same.
I enjoy SS but I would like to learn about what's going on in the current events in class instead of just doing homework on it.
I benefit from lecture style learning.
I think we can improve by having more social studies related field trips and homework websites.
To get social study online and board games [or any other type].
i love social studies in 7th grade M.--- changed social studies for me and made me enjoy and more eager to learn. social studies is such and interesting topic and i love it so much. especially my teacher she's so encouraging
It is my favorite class. I don't use my writing skills because we only take notes.
I love ss class. I won't to learn more about the different wars that went on.
I actually really like social studies, and it is my second favorite class. Maybe we could have more class discussions where just us students talk about the topic politely and do agree/disagree questions with each other like in Language Arts.

<p>I like social studies because.....</p> <p>We use many different things including computers, textbook, and interactive student notebook.</p> <p>I like to learn how the world was before present day time.</p> <p>The only thing I would change about this subject is to learn more about all the places all over the world; and different cultures, and things like that!!!!</p>
<p>Something that would help me learn in Social Studies better would be if the teacher helped everyone out more and not be too independent. I would like to improve the way we learn which means using the computers more. I would want the amount of time my Social Studies teacher lectures about a historical unit to stay the same.</p>
<p>I do not have anything more to share about Social Studies.</p>
<p>I think discussing your ideas and compromising with other ideas will help me learn in Social Studies. I also think that reading groups helps in social studies because in reading groups, we are prompted to think about the story and answer the questions correctly.</p>
<p>M. ---- and M. --- are the BEST Social Studies teachers!!!</p>
<p>---- is the best</p>
<p>I think we should do more projects.</p>
<p>No</p>
<p>No</p>
<p>I would like to spend more time learning about the rest of the world besides the United States, perhaps in seventh grade. I also wish that we took our time more with the chapters in APUSH; it feels like we are rushing through them.</p>
<p>Watching more social studies videos on the topic would help me learn more.</p>
<p>Learning more about bills and stuff</p>
<p>No I think it is fine so far</p>
<p>no</p>
<p>Social studies is viewed as a boring subject by many people. The key to engaging students in history is to have class discussions that really make the students think and to provide them with information in an organized fashion. I was in Academic last year and I do not remember anything because we had fill-in-the-blank notes and I just wrote down what my teacher told me to. I feel like if I would have been in an honors class it would have been more work, but at least my teacher would discuss the topic with us and ask for our opinions instead of just writing words down without comprehending what happened.</p>

I think that I am getting way too much Social Studies homework in comparison to the amount that I had the previous year (seventh grade). None of my friends from other Social Studies classes are receiving nearly as much as I do. I wish that we had more time to do certain projects, because I feel as though I am being rushed in class. Teachers should really start coming up with more interesting ways of getting the point across to students. The delivery of the topics are often times very boring. Social Studies, which was once one of my favorite subjects that I had found interesting, has become one of my least favorite. Nowadays, I dread going to Social Studies each and every day.

Every day we get homework, and we are frequently presented with projects. We always do textbook work, and it is graded very harshly. We also have a project called NHD. Which is out of school. I think it adds additional stress and is not needed.

No

mad respect for -----

I love learning about ancient civilizations and world religions.

Currently none.

I'll admit, a few of my negative responses here are due to my teacher not being the absolute best (not naming a name b/c I'm not throwing anybody under the bus), but I do think that the curriculum itself is mostly pretty good. Also, we should talk about more random trivia about history, just to keep things interesting- for instance, George Washington owned two dogs named Topsy and Drunkard, and John Adams owned a dog named Satan. I guess that's really more of a thing an individual teacher would do rather than a curriculum, but my point still stands- people should be more interested.

I think we should focus a little less on just American history and more on world history as well. Additionally, I feel that we should increase our GK of geography in SS class. I like it when we have class discussions, but dislike that we have to take notes. It would be better if we were given the notes, so we had more time for longer discussions.

To have more interactive projects to learn more about the topic.

I think we should work in groups more often

I am fairly happy by the topics that are discussed in social studies, although I would like to learn more about things like the American Revolution. But we have just started the social studies unit, so I do not expect to learn about it immediately. Otherwise, I am greatly enjoying social studies, and look forward to the topics to come.

You should give textbooks to students in primary schools because I have science textbooks and they help a lot. Social Studies is my favorite subject. I'd like to see it taught more.

I like to work in partners and do classwork on paper.

APPENDIX E

Assessments and Rubrics

Grade Level	Assessment	Description	Timing
K	Observations	Discussions, activities, interactive/shared writing	Ongoing throughout each unit
1-4	Various tasks	Discussion, activities, writing, exit slips	Ongoing throughout each unit
5	Various tasks	Discussion, activities, lesson checks, exit slips, unit quizzes, performance assessments, unit assessments	Ongoing throughout each unit
6	-End of Unit Assessments -Geography Assessment -Written Responses	-Multiple choice tests (E also includes fill-in-the blank and a written response) that cover the different civilizations learned -Multiple choice and fill-in-the-blank test assessing students' knowledge of the world and ability to interpret a map -written response to a question about a general theme (technology, geography, religion)	-at the end of a particular unit throughout the year - early April -each given after the completion of particular units
7	1. Fall DBQ 2. Midterm 3. Spring DBQ 4. Constitution Assessment	1. Open-Ended response that requires analysis and citing of multiple documents 2. Multiple choice test on units up to January 3. Open-Ended response that requires analysis and citing of multiple documents 4. Multiple choice test on Constitution	1. October 2. Late January 3. Late March/April 4. April
8	1. Fall DBQ	5. Open-Ended response that	5. October

10th US I	<p>-Midterm</p> <p>-Civil War SGO (Document Analysis)</p> <p>-Fall & Spring DBQs</p> <p>-Final Exam</p>	<p>-Midterm: Cumulative assessment (100 multiple choice questions) of material taught during the 1st half of the year (Colonial Life-1850)</p> <p>-Civil War SGO: 10 question multiple choice assessment analyzing/interpreting documents from the Civil War unit</p> <p>-DBQ's: Primary question asked and student responses will include analysis of 3 attached documents and background knowledge of the topic</p> <p>-Final Exam: Cumulative assessment (100 multiple choice questions) of material taught during the 2nd half of the year (Causes of the Civil War 1850s-Imperialism Era/pre-WW1: 1914)</p>	<p>-Midterm material time frame: Sept to January (given end of January)</p> <p>-Follows the CW Unit (mid/end of March)</p> <p>-Fall DBQ: Causes of the Revolutionary War (given beginning of October)</p> <p>-Spring DBQ: Reconstruction: Success or Failure (given mid-April)</p> <p>-Final material time frame: February to June (given end of school year)</p>
11 US II	<p>-Midterm</p> <p>-Cold War SGO (Document Analysis)</p>	<p>-Midterm: Cumulative assessment (100 multiple choice questions) of material taught during the 1st half of the year (WWI-WWII)</p> <p>-Cold War SGO: 10 question multiple choice assessment analyzing/interpreting documents from the 1950s Cold War unit</p> <p>-DBQ's: Primary question asked and student responses will include</p>	<p>-Midterm material time frame: Sept to January (given end of January)</p> <p>-Follows the CW 1950s Unit (early March)</p>

	-Fall & Spring DBQs	analysis of 3 attached documents and background knowledge of the topic	-Fall DBQ: _____ _____ (given beginning of October)
	-Final Exam	-Final Exam: Cumulative assessment (100 multiple choice questions) of material taught during the 2nd half of the year (Beginning of the Cold War-present)	-Spring DBQ: _____ _____ (given mid-April)
			-Final material time frame: February to June (given end of school year)

HS-SS DBQ Rubric

Score	1	2	3	4	5	6
Introduction	Introduction does not address the topic	Does not have an introduction/thesis statement. May drift or shift focus	Has a weak introduction/ unclear thesis statement and is not focused	Has an adequate introduction and thesis and usually maintains focus throughout	Strong introduction and thesis and strong focus throughout	Exceptionally strong introduction and thesis that takes a clear position and has as strong focus throughout
Paragraph Support DOCUMENTS (ANALYSIS)	Uses no documents	Uses one document	Uses two documents	Uses two documents effectively	Uses three documents	Uses all documents at an advanced level
Paragraph Support BACKGROUND KNOWLEDGE/ OUTSIDE INFORMATION	No incorporation of background information	Weak incorporation of background information	Moderately weak incorporation of relevant background information	Average incorporation of relevant background information	Moderately strong incorporation of relevant background information	Strong incorporation of relevant background information
Organization	No organization	Little or no apparent organization	Essay is disjointed in parts and may lack transitions	Generally organized, but has few or no transitions	Well organized, but may lack some transitions	Focused and well organized with effective use of transitions
Conventions	Numerous errors in grammar and punctuation	Errors in grammar, spelling and punctuation prevent reader from fully understanding essay	Errors in grammar, spelling and punctuation sometimes interfere with understanding	Errors in grammar, spelling and punctuation do not interfere with understanding	Very few errors in grammar, spelling and punctuation	No errors in grammar, spelling and punctuation
Closing	No restatement of reasons and thesis	May lack restatement of reasons and thesis	Partial restatement of reasons and thesis	Adequate restatement of reasons and thesis	Strong restatement of reasons and thesis	Superior restatement of reasons and thesis

APPENDIX F

Assessment Data

AP® Five-Year School Score Summary (2017)															
Data Updated Jul 21, 2017, Report Run Dec 7, 2017															
Bridgewater-Raritan Regional High School (310753)															
	Bridgewater-Raritan Regional High School (310753)					New Jersey					Global				
European History															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	9	8	4	4	5	455	390	426	304	333	11,439	9,557	11,177	8,090	9,943
4	9	10	15	10	6	703	627	569	546	541	20,678	18,661	18,770	17,562	19,873
3	7	13	16	17	12	1,122	924	958	743	703	38,307	37,602	38,484	32,016	29,849
2	3	4	3	10	3	262	269	189	589	596	12,116	13,011	11,535	38,575	33,854
1	1		3	2		487	481	386	172	177	27,564	31,877	28,363	13,505	12,892
Total Exams	29	35	41	43	26	3,029	2,691	2,528	2,354	2,350	110,104	110,708	108,329	109,748	106,411
Mean Score	3.76	3.63	3.34	3.09	3.50	3.12	3.07	3.18	3.09	3.11	2.78	2.65	2.75	2.71	2.81
Psychology															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	77	74	67	73	70	2,085	2,248	2,245	2,350	2,387	50,833	48,766	56,123	56,174	57,974
4	62	73	51	61	69	2,277	2,604	2,652	2,793	2,753	63,606	69,937	73,009	76,757	76,239
3	27	32	29	29	26	1,455	1,609	1,783	1,791	2,047	46,778	51,953	55,148	56,210	60,631
2	7	15	4	18	11	925	958	998	1,174	1,398	31,026	35,206	36,423	41,698	44,380
1	8	14	7	4	9	993	1,022	1,121	1,540	1,690	47,277	54,608	57,657	63,881	64,405
Total Exams	181	208	158	185	185	7,735	8,441	8,799	9,648	10,275	239,520	260,470	278,360	294,720	303,629
Mean Score	4.07	3.86	4.06	3.98	3.97	3.46	3.49	3.44	3.34	3.27	3.17	3.09	3.12	3.07	3.06
United States Government and Politics															

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	21	15	13	16	18	981	975	921	1,086	1,173	28,845	32,336	27,546	36,539	35,693
4	5	20	16	18	14	899	891	910	981	972	36,550	33,898	38,345	40,193	39,911
3	11	18	8	23	15	1,249	1,349	1,353	1,510	1,571	66,864	71,829	70,019	74,014	82,502
2	5	10	5	11	11	854	849	983	1,059	1,178	63,612	67,126	70,847	71,302	78,990
1	3	2	1	2		492	580	740	803	1,039	60,346	66,996	76,566	74,976	83,887
Total Exams	45	65	43	70	58	4,475	4,644	4,907	5,439	5,933	256,217	272,185	283,323	297,024	320,983
Mean Score	3.80	3.55	3.81	3.50	3.67	3.23	3.18	3.06	3.09	3.01	2.65	2.62	2.54	2.64	2.58

United States History

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	24	34	26	33	24	2,596	2,859	2,400	3,146	2,787	47,306	50,976	44,897	59,029	54,968
4	24	34	31	31	34	3,931	3,810	3,630	3,705	3,748	95,758	98,927	85,806	88,709	90,214
3	12	5	15	8	21	2,756	2,733	3,434	3,543	3,690	96,020	93,548	112,701	111,449	113,685
2	2	3	2	5	5	2,407	2,645	2,621	2,675	3,007	120,095	130,143	118,045	114,930	119,556
1						1,098	1,366	1,776	2,037	2,345	85,449	91,384	115,077	120,395	130,553
Total Exams	62	76	74	77	84	12,788	13,413	13,861	15,106	15,577	444,628	464,978	476,526	494,512	508,976
Mean Score	4.13	4.30	4.09	4.19	3.92	3.35	3.31	3.16	3.22	3.10	2.77	2.76	2.64	2.70	2.65

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APPENDIX G

N.J.S.A. 18A:35-28, Holocaust/Genocide Education

State of New Jersey, Adopted March 10, 1994, Sponsored by Senators Ewing, McGreevey, and Sinagra

AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

The Legislature finds and declares that:

- a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.
 - b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.
 - c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.
 - d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.
 - e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.
- a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
 - b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.