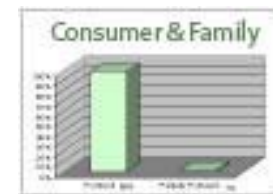
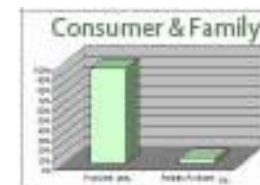
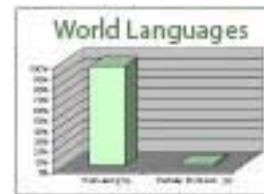
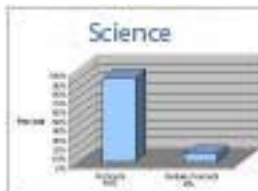
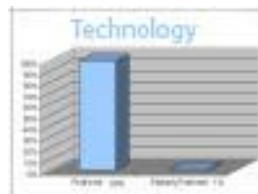
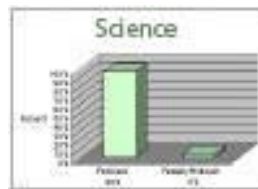
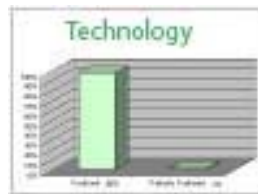
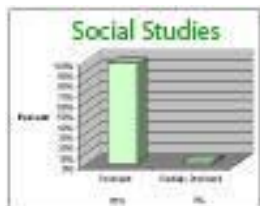
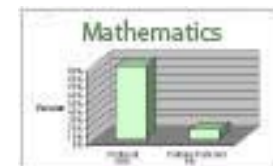
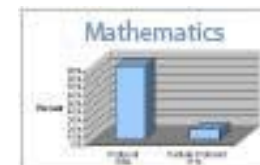
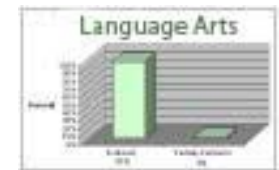
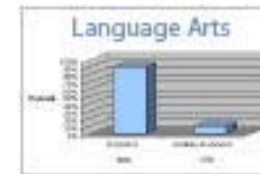
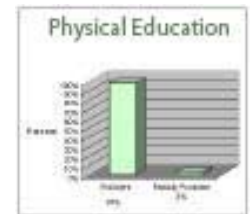
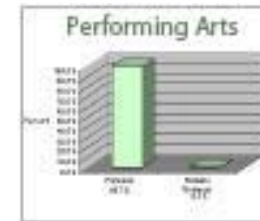
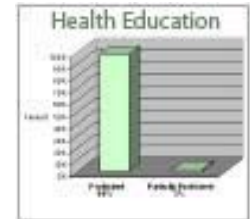
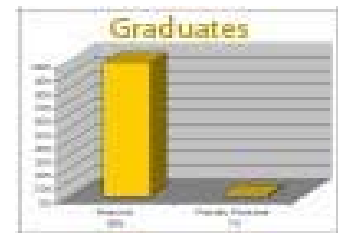


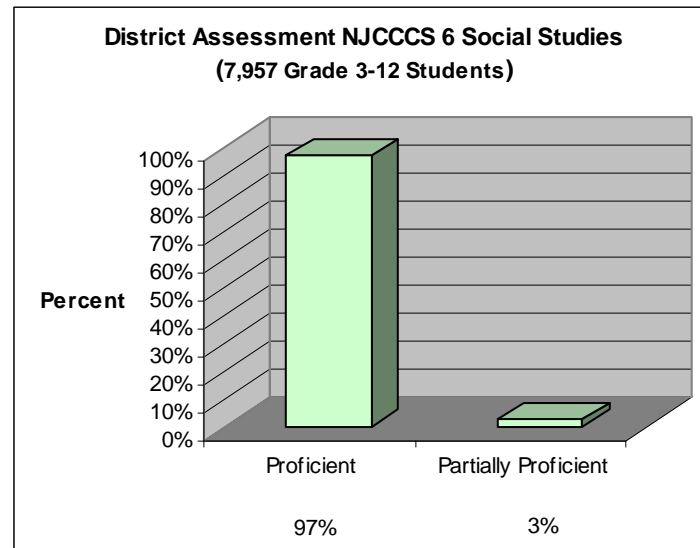


# East Brunswick Public Schools 2006-2007 Annual Report of Progress in Mastering the New Jersey Core Curriculum Content Standards



## Social Studies

### New Jersey Core Curriculum Content Standard 6



#### The Vision

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

N.J.S.A. 18A-35-1 requires that each district board of education adopt a two-year course of study at the high school level in the history of the United States, including the history of New Jersey and African-American history. The required courses must cover the content of Standard 6.4: United States and New Jersey History. In addition, the required courses must include the principles of government as outlined

in Standard 6.2: Civics. The required courses must also include the history of the social, economic, and cultural development of the United States, as outlined in Standard 6.5: Economics and Standard 6.6: Geography. Pursuant to the statute, other historical events that represent the principles and ideals of United States citizens must be included. Many of these events are delineated in the standards. In support of these requirements, N.J.A.C. 6A:8-5, mandates district boards of education to adopt and implement requirements for a State-endorsed diploma that include at least 15 credits in social studies, of which 10 of those credits must address the content outlined above, and cover the content of standards 6.2, 6.4, 6.5, and 6.6. The remaining five credits must address world history as defined in Standard 6.3.

In addition, N.J.S.A. 18A:35-3 requires each board of education to adopt a course of study in the civics, geography, and history of New Jersey for all pupils in public elementary schools. In addition, every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum for all elementary and secondary students (N.J.S.A. 18A:35-28). These requirements must be considered as districts and schools develop curricular programs to meet these standards.

## **Standards and Strands**

There are six social studies standards, each of which has a number of strands. Strands are subtopics that help teachers and curriculum developers identify the chronology of the standards as well as specific content and skills. Each strand is further subdivided into cumulative progress indicators (CPIs) that provide the level of specificity necessary to develop local curriculum objectives within specific grade level clusters (e.g., K-2, 3-4, 5-8, 9-12).

STANDARD 6.1 (SOCIAL STUDIES SKILLS) ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.

STANDARD 6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.

STANDARD 6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

STANDARD 6.4 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

STANDARD 6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES.

STANDARD 6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT

## East Brunswick Social Studies Program

An articulated K-12 curriculum, incorporating 36 courses, aligned with the NJ Core Curriculum Content Standards in Social Studies is uniformly implemented, within and among the district's eleven schools. Instruction is provided by a staff of 205 (includes elementary teachers who teach science and other subjects).

**The primary objective of the social studies program is to help all students become interested, informed and active participants in the world around them by equipping them with the knowledge, skills and civic values necessary for responsible citizenship.** Social studies also plays an important role in the development of many other life skills. Among them are skills in using maps, globes, charts, graphs and diagrams; skills in writing, study and research; chronology and time-related skills, and critical thinking skills. A textbook, supplemental materials and current events periodicals are used in grades one through nine. Students in grades five through eleven are engaged in research and performance activities that are assessed by panels of judges.

The curriculum in the early grades is designed to motivate students to explore the geographic, historic, social and economic aspects of their immediate world and the world beyond. Grade level topics are: kindergarten, *My World and Me*; first grade, *Places and Change*; second grade, *We Live Together*; third grade, *Our Communities*; and fourth grade, *You, New Jersey and the World*.

In fifth grade, students begin an in-depth, chronological study of the history, geography, economics, and culture of specific periods of time. Grade level topics are: fifth grade, *Early American History*; sixth grade, *The Ancient World*; and seventh grade, *World History to Early Modern Times*.

The junior high school curriculum leads students to probe more deeply into the history and geography of the United States. The program in eighth grade includes the study of American history from the end of colonial times through Reconstruction. The ninth grade course, a graduation requirement, is U.S. History I, covering eras from the New Frontier through F.D.R.'s administration.

The other social studies courses required for graduation are: World History and Cultures in tenth grade and U.S. History II, 1932 to the present, in eleventh grade. Geography is a major component of World History and Cultures, while the Holocaust, the civil rights movement and the Vietnam War are integral parts of U.S. History II.

The high school curriculum includes a variety of electives in law, economics, psychology, and sociology. Advanced placement courses in American history and European history are also available. In the elective entitled Institute for Political and Legal Education (IPLE A.P.), classes follow the procedures used in the United States Congress and students write and debate the legislation.

In order to ensure that students can conduct write, orally present and defend research, and be prepared for continuous life-long learning, a vertical and articulated Research and Oral Assessment Curriculum parallels the Social Studies and Language Arts curricula, beginning in grade 3 and continues through grade 11. Students in the early grades work in groups to present multiple views of a topic (the State in 4<sup>th</sup> and a person in 5<sup>th</sup>). Research requires student to use and evaluate multiple resources including the Internet sources and data bases. Research is presented orally in various forms from presentation to debate. Starting in fifth grade students must use PowerPoint or other multimedia to support their projects. The student's oral presentation and defense is rated by teachers/administrators other than their classroom teacher. The written work is assessed separately. Research technical manuals, prepared by the district, are provided at the appropriate level to the students

### **Monitoring of Implementation of Curriculum and Instruction**

Implementation of the district-wide curriculum, aligned with the NJCCC Social Studies Standard, is monitored through course guides, review of schedules, bi-monthly lesson plan review, analysis of student work, student assessments and formal and informal classroom observations by the Supervisor of Social Studies and Media, Department Chair for Social Studies, Supervisors of Special Education and building level administrators. Staff development is continually emphasized through department meetings, individual PIP', workshops (in-district, out-of-district and summer) and course evaluations

### **Assessment of Achievement of Social Studies**

Student achievement of course objectives aligned with the NJCCC Standards, is evaluated using multiple forms of assessment (including performance assessments) aligned with the standards, in each of four marking periods and summarized in the form of grades. The final grade for the course is the average of the four marking period grades in levels 3-8. Students in kindergarten and first grade receive proficiency progress reports rather than letter grades. In 9-12, department developed mid-term and final examinations aligned with the standards, contribute a total of 20% to the final grade. Overall student proficiency achievement in Social Studies is assessed by the district as the percent of all course final grades, in grade levels 3-12.

Grades are reported to parents quarterly, often with accompanying comments concerning individual student progress. Interim progress reports are also sent to parents throughout the year. In grades 8-12, parents are able to access progress and assignment reports on-line at any time.

### **2006-07 Proficiency Achievement in Social Studies**

Ninety-seven percent of the 7957 students enrolled in Social Studies courses district-wide were assessed as Proficient, with 92% assessed as Advanced Proficient. Assessments in Social Studies take many forms, including oral performance assessment, and are aligned with the

NJCCCS and related CPI's. Standard unit, mid-term and final exams aligned with the standards are developed and administered in grades 9-12. Levels of achievement are reported to parents quarterly.

**Student Achievement of NJCCCS Social Studies 2006-07  
(District Assessments Reflected as Final Grades)**

NJCCCS 6	Social Studies	Total	Prof	PP	Proficient	Partially Proficient	Proficient 97%				Partially Proficient 3%
							Advanced	Above Average	Proficient	Minimum	Partially Proficient
Elementary	3-5	1741	1717	24	<b>99%</b>	<b>1%</b>	57%	29%	10%	2%	1%
Middle School	6-7	1408	1404	4	<b>100%</b>	<b>0%</b>	54%	34%	10%	2%	0%
Junior High	8-9	1552	1513	39	<b>97%</b>	<b>3%</b>	28%	41%	21%	8%	3%
High School	10-12	3256	3105	151	<b>95%</b>	<b>5%</b>	33%	41%	16%	5%	5%
	Total	7957	7739	218	<b>97%</b>	<b>3%</b>					

**Other Indicators of Achievement  
AP Social Studies Courses:**

AP Courses	Number Enrolled	Number Tested	% Grades 3,4,5
U.S. History	119	118	97%
European History	45	36	89%
Psychology	40	39	95%
Government and Politics(US)		15	100%

### SAT Subject Test Averages

SAT Test	Subject	Number of Students	East Brunswick Mean Score	National Mean Score	State Mean Score
American History		78	694	588	633

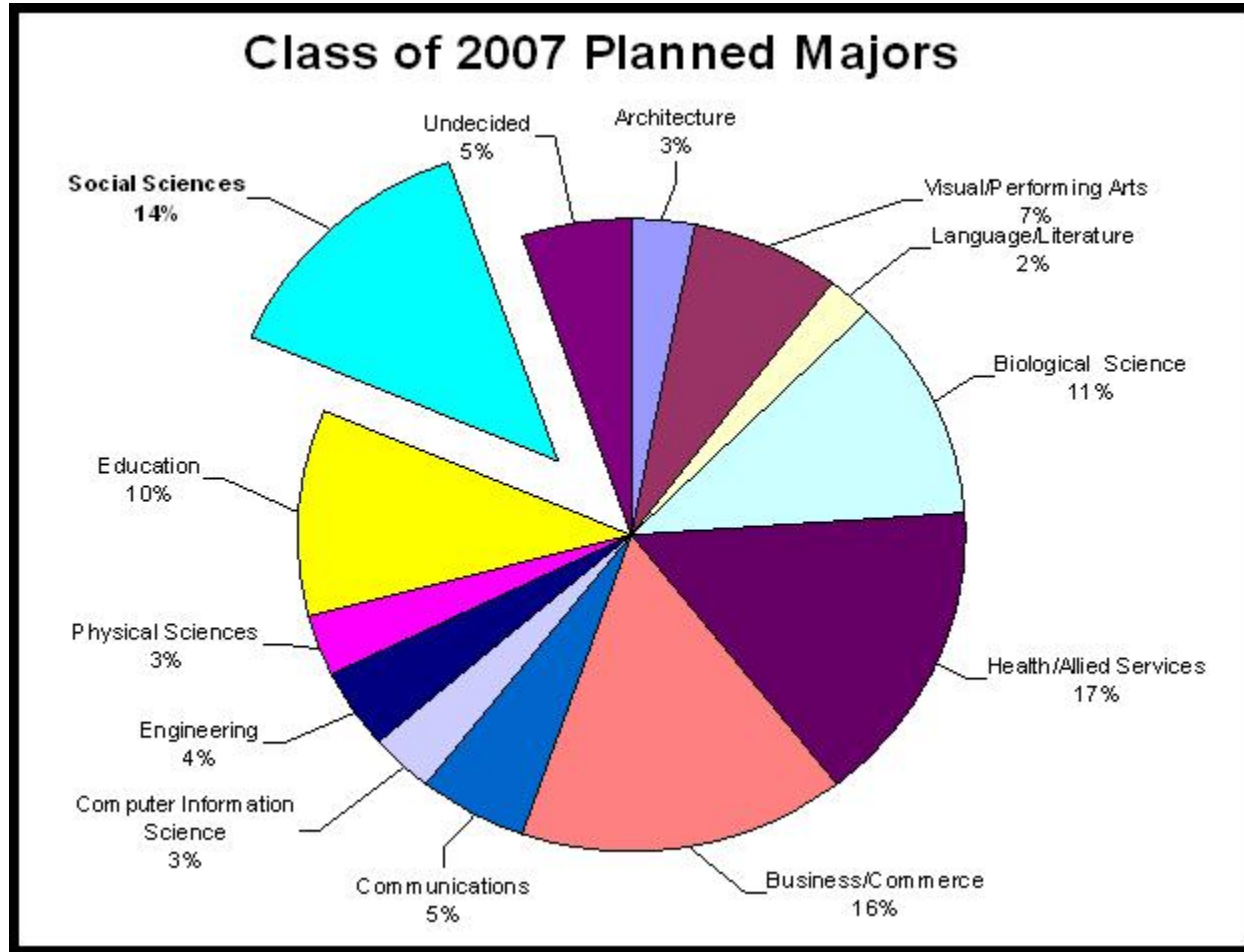
### Honors in the Social Studies Courses

- A Chittick School fifth grader was one of 12 winners nationwide in the *Kids for King National Essay Program* sponsored by the Martin Luther King, Jr. National Memorial Project Foundation, Inc. She and her family traveled to Washington DC for the groundbreaking of the memorial to Dr. King.
- A CJHS student was a winner in the *Luna Kaufman Writing Contest* sponsored by the *Center for Holocaust Studies at Brookdale Community College*.
- Four EBHS juniors were selected to attend the prestigious *Governor’s School of New Jersey*, a unique summer residential program for artistically and academically talented students, in of International Studies (3), and Governor’s School of Public Issues (1) .
- The DNA research of three EBHS students has been published on the *National Center for Biotechnology Information (NCBI)* database that disseminates biomedical information for the better understanding of molecular processes affecting human health and disease. The students participated in the *Waksman Scholars Program* at Rutgers University.
- Nineteen EBHS students received recognition for their exemplary performance at the *Rutgers Model United Nations*.
- Fourteen EBHS students and five CJHS students received recognition for their exemplary performance at the *Rutgers Model Congress*.
- Six EBHS students were recognized for their exceptional performance at the *Harvard Model United Nations*.
- Sixty-seven EBHS students were recognized for performing admirably at the *National High School Model United Nations*.
- Twenty-four EBHS students enrolled in the Advanced Placement Institute for Political and Legal Education (IPLE) class placed in the top ten in the *National We the People: the Citizen and the Constitution* competition. This is the nineteenth time out of a possible 20 that EBHS students have represented the State of New Jersey in this national competition.
- Twenty CJHS students were recognized for their exemplary performance at the *Middle School We the People: The Citizen and the Constitution* at Rutgers University.

- The sixth and seventh grade HMS *Academic Challengers* were recognized for their outstanding performance. The sixth grade team (6 students) was awarded first place and the seventh grade team (6 students) placed second in their respective competitions.
- A Chittick student placed first in the *Expo Classroom Makeover Essay Contest*. His teacher, received an Expo Mimio Interactive Whiteboard valued at \$5,000.
- A Frost fourth grade student was the district winner of the *What My State Means to Me Essay Contest* sponsored by Senator Barbara Buono.
- Twenty-two adult students became American Citizens due in part to instruction they received through *Community Programs Adult Basic Skills* course, *ESL with a Civics Focus*.

## Planned Majors in the Social Studies Class of 2007

Fourteen percent of the graduating 2007 senior indicated that they planned on majoring in the Social Sciences at the college or university level.



## **The Class of 2005 Looks Back on their East Brunswick Social Studies Education**

Graduates of the Classes of 2005 were asked to rate their high school **Social Studies** courses, two years after graduation, in terms of the value that they provided for post high school study or work. The East Brunswick 2005 graduates rated their Social Studies courses an average of 4.1 on a five point scale. Overall 95% of the post graduates rated themselves better or equally prepared for work or college than the peers they encountered in the workplace or college.

### **2005 Graduate Ratings of High School Visual and Performing Arts Courses**

<b>East Brunswick Graduate Value Ratings of Social Studies</b>	4.1 on a 5 point scale
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