

**Social Studies for the Students with Multiple Disabilities**  
**( NEW JERSEY CORE STANDARDS for SOCIAL STUDIES)**  
**August 15, 2003**

**COURSE DESCRIPTION:**

This course is designed for students who are academically challenged and in need of small group and individualized instruction. The learning challenges of the students require a course of study which departs from and replaces regular education curriculum, while affording the students an opportunity to earn credits to meet the graduation requirements as determined by the Hopatcong Schools and the NJ State Dept. of Education.

The students will participate in a course that offers information and skill development that will focus on functional history skills for daily living. Students will develop and apply critical thinking, information literacy, historical understanding and social competence necessary to be contributing members of the school, local and national community.

**CORE STANDARD:** (Quoted from state document)

Standard 6.1 (Social Studies Skills) All students will acquire the critical thinking, problem solving and research and social skills and dispositions needed for effective citizenship in a democratic society.

**CUMULATIVE PROGRESS INDICATORS:**

I. Social Studies Skills

A. Reading, Speaking and Listening

1. Demonstrate active listening skills
2. Demonstrate aural comprehension by retelling the core elements of a story, event or historical account.
3. Read and comprehend simple content
4. Develop positive and personal connection to readings from biographies and historical text.
5. Explain content and draw conclusions from biographies and history.
6. Explain content and draw conclusions from viewing visual materials

B. Informational Literacy

1. Recognize the need for accessing and using information.
2. Distinguish fact from opinion
3. Use simple strategies for locating information.
4. Begin to think, reason, and make sound decisions.

C. Maps and Charts

1. Create simple bar graphs and pie charts.
2. Exhibit basic globe and map skills.
3. Understand that maps and globes are representations of their physical environment.

D. Historical Understanding

1. Explain the importance of a past event in their lives.
2. Apply terms related to time including past, present and future

E. Reference and Research Skills

1. Share knowledge with others
2. Respect others' ideas and backgrounds and acknowledge their contributions.
3. Collaborate with others to identify problems and seek solutions.

F. Social Competence

1. Demonstrate cooperation and positive social interactions with peers and adults.
2. Understand the need for good decorum.
3. Display positive interactions with classmates and adults.
4. Practice the skills of cooperative work and learning with respect for the work and the views of others, including those with whom they may disagree.

**CORE STANDARDS:** (Quoted from state document)

Standard 6.2(Civics) All students will demonstrate knowledge, understanding, and appreciation of the foundation, values, and principles of American democracy and the rights, responsibilities, and roles of a citizen in a democratic society.

**CUMULATIVE PROGRESS INDICATORS:** (Quoted from state document)

II. Civics

A. Civic Life, Politics, and Government

1. Explain the need for rules and laws.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.
3. List reasons why government exists.
4. Describe how citizens in a democracy participate in community and political life.
5. Understand that justice means fairness to all, and or making things right when wrong has been done.
6. Know that a responsibility means something you must or should do.
7. Explore basic concepts of diversity, tolerance and respect for others.

B. International Relations

1. Explain that the world is divided into many nations consisting of territory, people, government and laws.
2. Know that the United States interacts with other nations through trade, diplomacy, cultural exchanges, and sometimes wars.

**CORE STANDARDS:** (Quoted from state document)

**6.5 Standard (United States History)** All students will demonstrate knowledge and understanding of major events, personalities and issues in the history of the United States of America.

**CUMULATIVE PROGRESS INDICATORS:** (Quoted from state document)

- III. US History
- Family and Community Life
    1. Recognize change and continuity in their lives.
    2. Compare family life today with long ago.
    3. Tell about their family heritage with stories, songs and drawings.

**CORE STANDARDS:** (Quoted from state document)

Standard 6.6 (New Jersey History) All Students will demonstrate knowledge and understanding of major events, personalities, and issues in the history of New Jersey.

**CUMULATIVE PROGRESS INDICATORS:** (Quoted from state document)

- IV. NJ History
- A. Family
    1. Describe how people share family beliefs and values through stories, songs, celebrations, food and language.
    2. Compare New Jersey Family life today with New Jersey life of long ago.
  - B. Community Life
    1. Describe the history of their community, including the origin of the name, people who came to live there during different periods, and important buildings.
    2. Describe some aspects of the culture of the Lenape or Delaware Indians, especially food, clothing and dwellings and the roles of men, women and children.

**CORE STANDARDS:** (Quoted from state document)

Standard 6.7 (Economics) All students will acquire an understanding of key economic principles in relation to individuals, institutions, and governments.

- V. Economics
- A. Scarcity and Choice
    1. Explain the meaning of and be able to distinguish wants and needs.
    2. Understand that consumers are buyers and producers are workers and sellers.
    3. Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.
  - B. Economic Resources
    1. Understands that prices are the money value of goods and services and that prices can be compared to make wise decisions about purchases.
    2. Identify various workplace jobs and explain how workers in these jobs receive income for their work that they exchange for products made by others.
  - C. Market Model
    1. Explain that a price is the amount of money people pay when they buy a good or service.
    2. Describe how people can accumulate wealth in a variety of ways and the reasons why some workers make a higher salary.

- D. Economic Systems and the Role of Government
  - Understand that some essential goods and services are provided by the government such as roads, schools, parks, police and fire protection.
- E. Economic Institutions
  - Understand that banks in the United States and most other countries play a key role in their respective economies by providing currency, checking accounts, and savings accounts.

**CORE STANDARDS:** (Quoted from state document)

Standard 6.8 (Geography) All students will acquire and apply understanding of the spatial contexts of people, places and the environment on earth.

**CUMULATIVE PROGRESS INDICATORS:** (Quoted from state document)

VI. Geography

- A. The World in Spatial Terms
  1. Demonstrate understanding of the spatial concepts of location, distance and direction.
  2. Identify the location of school, home, neighborhoods, community, state and country.
  3. Know the relative location of their community and places within it
  4. Understand that the globe is a model of the earth and maps are representations of local and distant places.
- B. Environment and Society
  1. Understand the meaning of the term environment
  2. Know the impact of weather on everyday live.
  3. Understand and act on a small scale, personalized environmental issues such as litter and recycling, clean air and water.

**CORE STANDARDS:** (Quoted from state document)

Standard 6.9(Sociology and Anthropology) All students will demonstrate understanding of societal and cultural structures and functions and how they have contributed and continue to contribute to our everyday experience.

**CUMULATIVE PROGRESS INDICATORS:** (Quoted from state document)

VII. Sociology and Anthropology

- A. Family and Community
  1. Understand that people are alike in important ways and different in many ways and that differences make people unique and valuable as individuals human beings.
  2. Identify how specific community and social institutions such as police departments, school districts, fire departments and hospitals meet our needs
- B. Cultures

1. Understand that most Americans or their ancestors have come from different parts of the world and that we all have a common American heritage in addition to the heritage of the country of origin.
2. Identify and describe rituals or customs from their own culture and other cultures represented in the community and in the country such as religious celebrations of Christmas, Hanukah, Kwanzaa and Ramadan.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

- Students will regularly read, calendars, appointment books, maps and directories, forms, newspapers, magazines and e-text to gather information.
- Students will learn and apply specific reading strategies to extract meaning from nonfiction literature (such as Direct Reading and Thinking and the Before, During and After Reading Strategies).
- Students will expand their use of vocabulary through daily activities which pre-teach vocabulary using context clues and word structure. Vocabulary will be reinforced through word games, oral reading and discussion.
- Students will daily engage in appropriate conversation with peers and adults in the school, home and community.
- Students will orally communicate daily direct, specific and appropriate personal needs.
- Students will participate in classroom discussions on a wide variety of the social studies literature read through classroom activities.
- Students will employ the use of appropriate active listening strategies demonstrating their knowledge of body language and non verbal gestures (such as eye contact, nodding, facial expressions, shrugs and clapping).
- Students will use self-advocacy strategies to insure understanding of the a given orally presented message
- Students will view a variety of media and through role- play, discussion and reflection activities such as written and scribed journals, will respond to the meaning and intent of material viewed.

**INSTRUCTIONAL STRATEGIES:**

Direct individualized and small group instruction for teaching of basic literacy skills.  
Multi - sensory reading instruction  
Strategy based listening, speaking, reading and writing instruction  
Review, repetition of literacy skills leading to mastery  
Directly teach the sub-steps of the skill, model steps of skill, role-play and, or rehearse skill, transfer skill to real-life applications and settings.  
Cooperative group learning tasks  
Structured and scaffold class discussion

**EVALUATION/ASSESSMENT OF STUDENTS:**

- Portfolio Assessment
- Pre and Post-test of specific skills (criterion referenced)
- Inventories
- Structured observations
- Demonstration of target skills

#### **EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

#### **RESOURCES/BIBLIOGRAPHY:**

Brolin, D. E. (1989) Life Centered Career Education: A competency Based Approach (3<sup>rd</sup> ed.). Reston, VA: The Council for Exceptional Children.

Bender, Michael (1996) A Functional Curriculum for Teaching Students with Disabilities (3<sup>rd</sup> ed.) Austin, TX: PRO-ED.

Dever, Richard B.; Knapczyk, Dennis (1997) Teaching Persons with Mental Retardation: A Model for Curriculum Development and Teaching. Madison WI: Brown and Benchmark Publishers.