

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

COMMUNITY CONNECTIONS CURRICULUM

GRADE 10, 11, 12 Elective

JULY 2019

Overview

Community Connections is a service-learning course designed to empower students as agents of change in our community. Students will be challenged to consider social issues that serve as barriers to active citizenship within our society and then be tasked to use this knowledge to design and implement service projects to benefit our community. Students in the past have used this unique course offering to design character education curricula for HES, plant a pollinator garden at Woodfield Park, paint a mural at Ann Van Park, present a community movie night. Most recently, participants began preparations to create a local teen activity center and laid the groundwork for the construction of a play area for students with special needs at Woods Road. Through close networking with members of our local government as well as local and county-based contractors, students in Community Connections have the opportunity and access to build a better community for everyone that lives here.

Unit	Pacing	Essential Questions	Enduring Understandings	Content	Skills	Assessment	Standards
<p>I: Agency and Social Justice in the 21st Century*</p>	<p>8 weeks</p>	<p>What factors promote agency for social justice in the 21st century?</p> <p>What challenges obstruct agency for social justice in the 21st century?</p> <p>How can examples of agency for social justice be applied to our community?</p>	<p>Understanding personal identity, access to high-quality educational experiences, and fostering self-efficacy contribute to a sense of power that can be used to effect positive change within society.</p> <p>Apathy, privilege, and institutionalized discrimination present obstacles for change within society.</p> <p>Strategies implemented by reformers throughout history are relevant and applicable to addressing social challenges within our community today.</p>	<p>Sixteen Personalities testing to analyze personalities and understand better how each student perceives the world.</p> <p>Game-based design activities to promote growth mindset.</p> <p>Examination of social issues such as gender roles and race and intersectionality</p> <p>Case-study analysis of current and historical reformers to evaluate strategies used to effect change in society.</p> <p>Professional interviews with public and private agents who promote social progress using strategies outlined in prior learning.</p>	<p>NJ Career Readiness Practices</p> <p>Collaboration and teamwork</p> <p>Creativity and imagination</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Historical causation</p> <p>Patterns of continuity and change over time</p> <p>Periodization</p> <p>Comparison</p> <p>Contextualization</p> <p>Appropriate use of relevant historical evidence</p> <p>Interpretation</p> <p>Synthesis</p>	<p>Formative: Student reflection evaluating personal learning throughout the unit with specific respect to qualitative and quantitative analysis of personal identity, growth mindset, and a comparison of modern and historical case studies.</p> <p>Summative: Student research project answering “What is America” and applying choice-based research to the topics discussed throughout the term.</p>	<p><u>NJCTE Standards</u></p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization’s needs.</p> <p>9.3.12.ED-TT.1 Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs.</p> <p>9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p><u>CCELA</u></p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

Unit	Pacing	Essential Questions	Enduring Understandings	Content	Skills	Assessment	Standards
<p align="center">II: Evaluating and Developing a Service Learning Project*</p>	<p align="center">2 weeks</p>	<p>How can prior knowledge from Unit I be applied to current local partnerships established and/or maintained by previous student teams?</p> <p>What prior steps and efforts have been taken to address the needs of current partnerships and initiatives?</p> <p>What must be done to continue work begun by others while addressing the changing needs of established partnerships and our community?</p>	<p>Previous student teams established (or maintained) partnerships that can be sustained and further developed.</p> <p>Civic activism requires consistent support and commitment from motivated citizens.</p> <p>Effective reform is constantly evolving to meet the changing needs of all parties involved.</p> <p>Community development must involve all stakeholders and value the voices of community members in decision-making.</p>	<p>Program evaluation techniques and theories of change are useful tools in creating and measuring change.</p> <p>Critical analysis of Final Reports prepared by teams in the previous semester.</p> <p>Conduct surveys and professional interviews with relevant stake-holders to evaluate current programs and partnerships.</p> <p>Identify areas of need to improve current partnerships or develop new ones.</p> <p>Apply research from prior unit to program evaluation and develop action plan for immediate or future consideration/ implementation.</p>	<p>NJ Career Readiness Practices</p> <p>Collaboration and teamwork</p> <p>Creativity and imagination</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Professional interviewing and reflection</p> <p>Patterns of continuity and change over time</p> <p>Comparison</p> <p>Interpretation</p> <p>Synthesis</p>	<p>Formative: Evaluation of Final Report prepared by teams from previous semester by teams assigned to relevant partnerships in current semester.</p> <p>Summative: Development of research-based action plans or similar reports that propose solutions to areas of need articulated in professional interviews with relevant stakeholders or continue work begun by previous teams.</p>	<p><u>NJCTE Standards</u></p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives.</p> <p>9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization's needs.</p> <p>9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.GV.2 Analyze the systemic relationships of government and public administration agencies.</p> <p>9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.</p> <p>9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies</p>

							<p>9.3.GV-GOV.1 Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.</p> <p>9.3.GV-GOV.2 Develop and articulate reasoned, persuasive arguments to support public policy options or positions.</p> <p>9.3.GV-PLN.1 Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies.</p> <p><u>CCELASS</u></p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
--	--	--	--	--	--	--	--

Unit	Pacing	Essential Questions	Enduring Understandings	Content	Skills	Assessment	Standards
<p>III: Agency and Activism*</p>	<p>10 weeks</p>	<p>How does knowledge of the community and stakeholders influence the success of an idea?</p> <p>How is reflection important and necessary to the iterative process of serving the community?</p> <p>How does service-learning transcend other learning experiences and disciplines?</p>	<p>Understanding the community and its stakeholders dramatically improves the likelihood that a proposal will be successfully implemented.</p> <p>Reflection reframes failure as iteration and contributes to successful service to the community.</p> <p>Service-learning has clear and obvious value to any discipline that values problem-solving and critical thinking.</p>	<p>Critical review of prepared action plan.</p> <p>Work with stakeholders to manage implementation of current proposals.</p> <p>Conduct surveys and professional interviews with relevant stake-holders to evaluate current programs and partnerships.</p> <p>Identify areas of need to improve current partnerships or develop new ones.</p> <p>Apply research from the course of study to prepare Final Report for future consideration/ implementation.</p> <p>Identify ways to serve as an active citizen throughout life.</p>	<p>NJ Career Readiness Practices</p> <p>Collaboration and teamwork</p> <p>Creativity and imagination</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Professional interviewing and reflection</p> <p>Patterns of continuity and change over time</p> <p>Comparison</p> <p>Interpretation</p> <p>Synthesis</p>	<p>Formative: Presentation to committee of stakeholders for consideration of proposals detailed in a prepared action plan.</p> <p>Summative: Final Report detailing proposals presented, actions taken, and recommendations for next steps to future teams to carry on work of previous teams.</p> <p>Alternative Assessment: When possible, students are encouraged to complete their action project. Past projects have included events, murals, and planting gardens.</p> <p>Summative: Reflection on experiences and lessons learned throughout the course with predictions of incorporating course objectives in life beyond the class.</p> <p>Benchmark: Reflecting on ideas of active citizenship from the beginning of the class to the end of the class. Completing weekly journals throughout the service project process.</p>	<p><u>NJCTE Standards</u></p> <p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p> <p>9.3.12.ED-ADM.1 Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.</p> <p>9.3.12.ED-ADM.7 Plan strategically to meet the learning organization's objectives.</p> <p>9.3.12.ED-ADM.9 Describe advocacy strategies to promote the learning organization's needs.</p> <p>9.3.12.ED-TT.2 Employ knowledge of learning and developmental theory to describe individual learners.</p> <p>9.3.12.ED-TT.3 Use content knowledge and skills of instruction to develop standards-based goals and assessments.</p> <p>9.3.12.ED-TT.4 Identify materials and resources needed to support instructional plans.</p> <p>9.3.12.ED-TT.5 Establish a positive climate to promote learning.</p> <p>9.3.GV.2 Analyze the systemic relationships of government and public administration agencies.</p> <p>9.3.GV.3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.</p> <p>9.3.GV.4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies</p>

						<p>9.3.GV-GOV.1 Employ research skills to gather and document factual information, analyze data and interpret statistics applicable to matters of public policy.</p> <p>9.3.GV-GOV.2 Develop and articulate reasoned, persuasive arguments to support public policy options or positions.</p> <p>9.3.GV-PLN.1 Explain the planning process used to support the development and implementation of new and updated plans, programs and regulations for government and public administration agencies.</p> <p>CCELASS</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
--	--	--	--	--	--	---

*This unit will be modified for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans according to the specific needs of students and activities implemented.

Resources

<https://gsn.nylc.org/clearinghouse>

National Service Learning Clearinghouse: The Clearinghouse is a national library of service-learning resources that offers thousands of free online resources for K-12 and other levels of education.

<http://www.pointsoflight.org/get-resources>

Points of Light: Tips, stories, and toolkits aimed at creating community change.

<http://bonner.pbworks.com/w/page/103503457/Bonner%20Wiki%20Home%20Page>

Bonner Program Resources: Resources for teachers and students about creating and sustaining community partnerships.

<http://www.state.nj.us/education/cccs/cad/6/6%2>

NJ Social Studies Standards with Primary Source Documents Correlations: Standard 6.1: U.S. History: America in the World – By the end of Grade 12: Colonization and Settlement (1585–1763) – Contemporary United States (1970–Today)

<https://destiny.htps.us/common/servlet/presenthomeform.do?l2m=Home&tm=Home&l2m=Home>

Hillsborough High School Library Media Center Catalog: Allows access to a variety of databases and other resources from their page. They are helpful as a starting point for student research as they provide biographies, primary sources, timelines, videos and other images, maps and charts that are listed under categories such as:

- Databases: Social Studies, Controversial Issues
- Geography, Country Studies, Almanacs, Atlases & Maps
- Presidents of the United States
- Federal and State Government and Representatives links

<http://www.archives.gov/index.html>

National Archives: documents and materials created in the course of business conducted by the United States Federal government. There is also a teacher resource section that contains useful lesson plans and activities, as well as a section on how to use primary source documents.

<http://docsteach.org/>

DocsTeach: Join the docsteach community to create custom activities for the classroom and share your activities with students by using DocsTeach Classrooms. You can also explore, bookmark, and share primary sources from the National Archives.

<http://www.loc.gov/index.html>

Library of Congress: Contains primary and secondary documents, exhibits, map collections, prints and photographs, sound recordings and motion pictures.

- <http://memory.loc.gov/ammem/index.html>: **The Library of Congress American Memory:** Included are multimedia collections of photographs, recorded sound, moving pictures, and digitized text.
- <http://www.loc.gov/teachers/>: **The Library of Congress: Teachers:** provides tools and resources for using Library of Congress primary source documents in the classroom and include excellent lesson plans, document analysis tools, online and offline activities, timelines, presentations and professional development resources.

<http://scholar.google.com/>

Google Scholar: Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources. Google Scholar aims to rank documents the way researchers do, weighing the full text of each document, where it was published, who it was written by, as well as how often and how recently it has been cited in other scholarly literature.

<http://www.pbs.org/teachers/classroom/9-12/social-studies/resources/>

PBS Teachers: Social Studies: 9-12: lesson plans, teaching activities, on-demand video assets, and interactive games and simulations. These resources are correlated to state and national educational standards and are tied to PBS's on-air and online programming like NOVA, Nature, Cyberchase, Between the Lions and more.

<http://www.digitalhistory.uh.edu/>

Digital History: materials are organized by era, so users can easily view many different types of resources for a particular era such as the textbook, images, primary sources, multimedia and teacher materials.

<http://www.gilderlehrman.org/>

The Gilder Lehrman Institute of American History: The Institute has developed an array of programs for schools, teachers, and students that now operate in all fifty states, including a website that features the more than 60,000 unique historical documents.

<http://www.npr.org/?refresh=true>

National Public Radio: interviews, updated news and alerts, news blogs, streaming audio, downloadable multimedia content, and free access to archives, and NPR Podcasts.

<http://www.historyteacher.net/>

Historyteacher.net: A collection of lessons, activities, links, resources for history teachers.

<http://constitutioncenter.org/>

National Constitution Center: Teacher Resources, links, lesson plans

<http://www.nationalgeographic.com/>

National Geographic: Lesson plans, various types of maps, advertisements from throughout the eras of study

<http://www.history.com/>

History.com: Videos, This Day in History, and teacher resources

<https://listenwise.com/>

Listenwise: Current Events & Comprehension: Interactive online media sources, which provide scaffolded learning resources, activities, and assessments which correlate with current events and topics of the past.

https://www.tolerance.org/classroom-resources/lessons?f%5B0%5D=facet_lesson_grade_level%3A35

Great resource about promoting peace and understanding among diverse people.

<https://curriculum.newvisions.org/social-studies/resources/>

Comprehensive site that offers a vast number of resources aligned with best teaching practices for Social Studies classes.

<https://www.chooseorg.org/for-educators>

Site with unit and lesson plans related to racial literacy based on the book *Tell Me Who You Are*.