STUDENTS TAKING ACTION TOGETHER (STAT)
ALL STAT INSTRUCTIONAL STRATEGIES - ALIGNMENT OF STANDARDS IN CONTEXT

This document articulates the NJ SLS Social Standards and National Council of Social Studies Standards when the topics are current events, ongoing school issues, and/or that reflect the pedagogies involved in PLAN. Note that as lessons are linked to ongoing curriculum content, using the STAT instructional strategies will also address the relevant content standards.

RESPECTFUL DEBATE ON GUN SAFETY

Objective: Students will be able to work with their peers to research and persuasively argue for and against a debate topic, respectfully listen to their classmates and paraphrase opposing arguments, entertain multiple perspectives and consider using these skills in their personal lives.

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The instructional strategy of respectful debate in STAT aligns with the following NCSS themes:

V. Individuals, Groups, & Institutions – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

Engaging in collective persuasive argument and listening to multiple perspectives on a contentious public issue is a life skill necessary to learn how to interact in productive civic debate.

VIII. Science, Technology, & Society – Social studies programs should include experiences that provide for the study of relationships among science, technology, and society

As students take a position they consider and engage their peer’s perspectives on how technology can solve on-going contentious public issues that have gone unresolved.

X. Civic Ideal & Practices – Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

A practice of citizenship is to engage the principal of freedom of expression by developing the communication skill of persuasive arguing and developing mutual appreciation to hear peers express their opposing or shared views.
YES, NO, MAYBE HISTORICAL EVENT DISCUSSION GUIDELINES - Imperialism, Expansion & Governance

Objective: Allow students the opportunity to answer “yes”, “no” or “maybe”, then explain their stance in response to a statement about a historical event. This will enable students to further develop the fundamental habits for respectful, engaged dialogue and democratic action.

NJ SLS: SS - 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The instructional strategy of respectful debate in STAT aligns with the following NCSS themes:

V. Individual, Groups & Institutions – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Students express their individual point of view on a historical event from while learning the democratic habits of small group discussion, reflection and re-norming as they listen to others explain their stance on the event.

VI. Power Authority & Governance – Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

As students take a stand, express their point view, discuss similarities and differences among the group they learn the power of building collective will and practice how to create and change structures of power.

X. Civic Ideals & Practices – Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Students practice taking a stand on a significant historical event, rehearse public speaking, honoring the commonly held views and diversity in thinking and striving to create space for future action.

PLAN - SCHOOL BASED PROBLEM OR CURRENT EVENT

Objective: Student will evaluate the current state of cafeteria food in their school and discuss alternative solutions to the problem.
NJ SLS: SS - 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

The PLAN instructional/pedagogy aligns with the following NCSS based themes:

V. Individuals, Groups & Institutions – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Collectively defining the problem and developing an action plan to explore solutions to the school based problem allows students to experience the challenges and resources required to make productive change.

VI. Power Authority & Governance – Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power authority, and governance.

Enable students to practice key leadership and citizenship skills to make create and make change in their school community and engage practices for democratic change.

X. Civic Ideal and Practices – Social studies programs should include experiences that provides for the study of ideals, principles, and practices of citizenship in a democratic republic.

Simulating how to organize politically and take action enables students to rehearse their problem solving, leadership and advocacy skills to make change in their school community.

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PLAN - HISTORICAL EVENT: THE CIVIL WAR

Objective: Prioritize the causes and events that that led to Civil War and analyze the critical battles to determine how they contributed to the final outcome of the war.
NJ SLS: SS 6.1 U.S. History: America in the World:
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

The PLAN instructional/pedagogy aligns with the following NCSS standard based themes:

III. People, Places, & Environments – Social studies programs should include experiences that provide for the study of people, places, and environments.

Students analyze how geography and the environmental shaped the behaviors, perspectives, interactions and decisions of people living in the North and South that contributed to the causes and outcomes of the Civil War.

V. Individuals, Groups, & Institutions – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

As students prioritize causes of the Civil War and they can determine how the actions and decisions of individuals, groups and institutions worked resolve the conflict by determining how the outcomes weigh against the causes.

VI. Power, Governance & Authority - Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

As students study the causes and outcomes of the war, they will analyze ways that the South and North attempted to create change in the structures of power, authority and government.

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PLAN - HISTORICAL EVENT: CHOICES IN THE KINGDOM’S OF THE NILE

Objective: Students will be able to analyze factors that led to the rise and fall of early river valley civilizations and determine whether there was a common pattern of growth and decline.

NJ SLS: SS 6.2 World History/Global Studies:
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the
environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The PLAN instructional/pedagogy aligns with the following NCSS standard based themes:

**III. People, Places, & Environments** – Social studies programs should include experiences that provide for the study of people, places, and environments.

*Students analyze how geography and the environmental shaped the behaviors, interactions and decisions of people living in the early river valley and surrounding regions.*

**V. Individuals, Groups, & Institutions** – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions

*As students identify in detail the factors that caused rise and fall of early river valley civilizations they can recognize whether common patterns of behavior that contributed to growth and decline.*

**VI: Production, Distribution & Consumption** – Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

*As students analyze the factors that led to development of early river valley civilization, they will collectively investigate the decisions on production and consumption of goods and services that contributed to growth and decline.*