

Curriculum Addendum: Social Studies - 2020

Grade Band – 9-12

N.J.A.C. 6A:8-3.1 Curriculum and instruction (a) District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the SLS and shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for ELLs, for students enrolled in alternative education programs, and for students who are gifted and talented.

District boards of education shall be responsible for developing for all students with disabilities educational programs aligned with the SLS with appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

District boards of education shall be responsible for developing for ELLs English language assistance programs that are aligned to the SLS and the English language development standards.

District boards of education shall provide the time and resources to develop, review, and enhance interdisciplinary connections, supportive curricula, and instructional tools for helping students acquire required knowledge and skills. The tools include, but are not limited to:

i. A pacing guide; ii. A list of core instructional materials, including various levels of texts at each grade level; iii. Benchmark assessments; and iv. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

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Content Area Unit Name Elementary, Middle, and High School Social Studies: This curricular addendum provides educators with clarifications, connections, resources, and adaptations to meet the needs of varied learners, K-12. The NJSLS in Social Studies provide educators with identification of required content, skills, values and dispositions essential to build curricula. This document is an extension to NJSLS, ensuring dynamic, rigorous, and diverse instructional approaches distinct to the social studies are enacted in NJ school districts.

Interdisciplinary Connections (including WIDA standards if applicable)

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary

connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Interdisciplinary connections are framed through essential questions to highlight the integration of content/skills inherent to student inquiries in social studies. Topics are bulleted with hyperlinked resources in parenthesis.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

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Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

General Interdisciplinary Resources

College, Career and Civic Life C3 Framework

WIDA Standards 2012

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Framework for College, Career, and Civic Life (C3): A national framework for planning and teaching social studies curricula. This document should be used as a chief complement of the NJSLS 2020

C3 Teacher Blog and Professional Community

National Council for the Social Studies

Reading Like an Historian: Stanford History Education Group

National Geographic Education

Project Citizen

National Endowment for the Humanities History/Social Studies Lessons

NY Times Learning Network

21st Century Themes and Skills The following content statements can be integrated into any of the adopted Social Studies strands

(A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

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- CRP12. Work productively in teams while using cultural global competence

8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, Standard 8.2 Design Thinking

*This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

* Please note that the concepts and skills previously included in 8.1 Educational Technology of the 2014 NJSL – Technology have been expanded and integrated across multiple disciplinary concepts in the 2020 NJSL – Career Readiness, Life Literacies, and Key Skills standard 9.4. Given the ubiquity of technology, our students will continue to be required to demonstrate increasing levels of proficiency to access, manage, evaluate, and synthesize information in their personal, academic, and professional lives. Therefore, the standards that were housed in one discipline have been enhanced and restructured to reflect the continued need for student learning in technology literacy, digital citizenship, and information and media literacy. teachers will be expected to apply the following anchor standards into their classroom practice.

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

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- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

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- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- The characteristics and scope of technology.
- The core concepts of technology.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.
- The effects of technology on the environment.
- The role of society in the development and use of technology.
- The influence of technology on history.
- The attributes of design.
- The application of engineering design.
- The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.
- Apply the design process.
- Use and maintain technological products and systems
- Assess the impact of products and systems

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- Computational thinking and computer programming as tools used in design and engineering

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Pacing Guide

The NJSLS in Social Studies have progress indicators that cover clusters of multiple grades. Local districts, as a result, develop curricular scope and sequence plans that meet their individual community needs while addressing the NJSLS. The NJDOE does not endorse a specific pacing guide at each grade level for this reason. However, individual schools districts must show evidence of creating and following social studies pacing plans that meet the NJSLS.

*** Core areas have pacing incorporated into the documents.**

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Assessments Social Studies assessments like other content area assessments should be a natural and ongoing part of the teaching and learning process. The more authentic the assessment process is, the better the chance that students will see the interdisciplinary connections between social studies and other areas of study, as well as the role of social studies in their lives as citizens.

1. What factors should be considered in planning for assessment?

- Content mastery (which standards are being assessed)
- Analysis of content
- Skills development
- Connections between and among essential learnings
- Connections between the past, present, and the future
- Interdisciplinary connections
- Diversity in student learning styles and needs
- Opportunities for democratic participation

2. How are goals of instruction and assessment related?

- Are the goals for learning actually being assessed?
- To what degree are we asking students to extend learning?
- Can students transfer their learning to a new situation?
- Does the assessment reflect what is valued instructionally?
- Does the assessment benefit the learner by informing teaching practices?
- Does the assessment allow for a variety of learners to demonstrate their understanding?

3. What should you consider as you develop criteria for scoring?

- How many ways can students demonstrate they have learned the material?
- How will students be scored?
- How will the needs of a variety of learners be addressed with this assessment?
- Does the scoring tool reflect the learning goals?

4. What are the most constructive assessment designs and methods for social studies educators?

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- Performance assessment
- Authentic assessment
- Authentic instruction
- Portfolio assessment

Helpful links: Authentic Assessments: Working definitions of AA, MullerToolbox, NEAToolbox, 21st Century Assessments,

Authentic assessment can include (but are not limited to) the following:

- Observation
- Argument and Research Writing
- Oral history (Smithsonian)
- Discussion, deliberations, and debates (Deliberating in a Democracy)
- Performance tasks (UBD description of performance task; Michigan DOE)
- Exhibitions and demonstrations
- Portfolios
- Journals
- Self- and peer-evaluation
- Mid-Year Assessment
- Project Based Learning (overview) Using PBLs in Social Studies,
- Blogs, Vlogs, other Web 2.0 tools to extend beyond classroom walls
- Virtual Field Trips - (article)
- Performance Based Assessments Clearinghouse

The assessment section of the attached district social studies curriculum contains at least one sample performance task for each unit in each grade level, which incorporate complex, real-world application of the knowledge, skills, and understandings and align to the performance expectations for the unit. Other ongoing assessments are required and can be in the form of: teacher observations, journal entries, class discussion, additional performance assessments and written test.

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Teachers College Reading and Writing Performance Assessments

Differentiation/Modifications

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner’s unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and “own” the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students’

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student’s preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

The NJ Social Studies Framework

<http://www.state.nj.us/education/archive/frameworks/socialstudies/chapter4.pdf> contains an indepth overview for meeting the needs of diverse learners in Social Studies. Many of these content specific suggestions are classroom ready. Note: The Standard notations in this framework document are not according to the 2014 Social Studies Standards.

Gifted and Talented (content, process, product and learning environment)

English Language Learners Students with Disabilities

(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

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N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

● Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and

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Districts are required to administer grade level benchmark and/or interim assessments in Social Studies. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.

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learning contract are to be fulfilled

- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

- Anchor Activities-Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/RECA_AnchorActivityPacket_080513.pdf

- Curriculum Compacting-Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and

Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content

Please refer to the following link-<http://www.state.nj.us/education/modelcurriculum/ELA/ELLSupport.pdf> as mentioned on the NJDOE website.

Preparing students for the lesson:

1. Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
2. Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
3. Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and

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Outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/se m/semart08.html>

● RAFT Assignments-RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

Disciplines of history, civics, economics, and geography. 4. Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies. 5. Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson: -Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction. -Provide students with opportunities to express new knowledge and learning using

interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Please refer to NJ Social Studies Curriculum Frameworks referenced above.

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http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

● **Flexible grouping**

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

● **Jigsaw Activities**

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

written, verbal, and non-verbal communication. -Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance. -Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

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Sample resource:

<http://www.adlit.org/strategies/22371/>

● **Depth and Complexity of Curriculum-Dr. Sandra Kaplan**

Sample resource:

<http://img.docstoccdn.com/thumb/b/orig/119636316.png>

● **Graphic Organizers**

● **Extension Menus**

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

9.1-4: Career Readiness, Life Literacies, and Key Skills Standards

The NJSL-CLKS provide a framework of concepts and skills to be integrated into the foundational, academic and technical content areas to prepare students to engage in the postsecondary options of their choice. Though the standard for 9.3 Career and Technical Education remains unchanged for now, 9.1 Personal Financial Literacy and 9.2 Career Awareness, Exploration, Preparation, and Training have been revised based on the feedback provided by New Jersey educators. The personal financial literacy standard promotes not only the exploration of money management but also the psychology of spending and saving that influences decisions related to finances. From discovering the concept and forms of money to exploring lines of credit and types of insurance, these standards ensure a robust and comprehensive education in financial literacy from early elementary grades through high school.

A new standard, 9.4 Life Literacies and Key Skills, has been added to ensure our students are prepared with the necessary knowledge, skills and dispositions to thrive in an interconnected global economy. For example, as a member of any community, the ability to communicate while collaborating in a group is crucial to function effectively. In addition, whether in their personal lives or at work, individuals will need to be able to discern accurate and valid information – given the unprecedented amount of information that is posted on the Internet daily – as well as leverage creativity and critical thinking skills to solve local and global problems. In short, these standards provide students with a guide to interact in life and work regardless of the domain-specific environment. The NJSL-CLKS reflect national and state standards as well as other national and international documents such as the National Financial Educators Council Learner Framework & Standards for High School, College & Adults as well as those published

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by the Council for Economic Education, JumpStart Coalition for Personal Financial Literacy, Partnership for 21st Century Skills, and The Asia Society. Revised Standards Framework for NJ Designed Standards

The design of this version of the NJSLS-Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study;
- prioritize the important ideas and core processes that are central and have lasting value beyond the classroom; and
- reflect the habits of mind central to Career Readiness, Life Literacies, and Key Skills that lead to post-secondary success.