

<p>Content Area Unit Name</p>	<p>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 NJCCCS in Social Studies provide educators with identification of required content, skills, values and dispositions essential to build curricula. This document is an extension to NJCCCS, ensuring dynamic, rigorous, and diverse instructional approaches distinct to the social studies are enacted in NJ school districts.</p>
<p>Interdisciplinary Connections <i>(including WIDA standards if applicable)</i></p>	<p>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 NJCCCS 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.</p> <p>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.</p> <p>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</p>

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](#).

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](#)

	<p>Units of Study,</p> <ul style="list-style-type: none"> • Argument - Teaching Argumentative Writing <p>General Interdisciplinary Resources</p> <p>College, Career and Civic Life C3 Framework</p> <p>WIDA Standards 2012</p> <p>Library of Congress</p>
<p>Core Instructional Materials including digital tools</p>	<p>Myriad instructional resources are available to educators to teach social studies with students’ diverse interests and needs in mind. Several resources are already cited in this curriculum addendum. The below lists represents current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.</p> <p>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 to the NJCCCS (2014).</p> <p>C3 Teacher Blog and Professional Community</p> <p>National Council for the Social Studies</p>

	<p>Reading Like an Historian: Stanford History Education Group</p> <p>National Geographic Education</p> <p>Project Citizen</p> <p>National Endowment for the Humanities History/Social Studies Lessons</p> <p>NY Times Learning Network</p>
<p>21st Century Themes and Skills</p>	<p>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.)</p> <ul style="list-style-type: none"> • 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. • CRP12. Work productively in teams while using cultural global competence

<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>Social Studies and Technology K-12 Indicators</p> <p>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, teachers will be expected to apply the following anchor standards into their classroom practice.</p> <p>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.)</p> <p>8.1 Educational Technology</p> <ul style="list-style-type: none"> • 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. • 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.
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- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
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- 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

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- 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.

	<ul style="list-style-type: none"> • 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 • Computational thinking and computer programming as tools used in design and engineering
<p>Pacing Guide</p>	<p>The NJCCCS 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 NJCCCS. 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 NJCCCS.</p>
<p>Assessments</p>	<p>Social Studies <u>assessments</u> 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.</p> <p>1. What factors should be <u>considered in planning for assessment</u>?</p> <ul style="list-style-type: none"> • 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?
- Performance assessment
 - Authentic assessment
 - Authentic instruction
 - Portfolio assessment

Helpful links:

Authentic Assessments: Working definitions of AA, Muller Toolbox, NEA Toolbox, 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
- 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](#)

[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 in-depth 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 (<i>content, process, product and learning environment</i>)	English Language Learners	Students with Disabilities <i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p><i>Sample Differentiation Strategies and Techniques that apply to Social Studies</i></p> <ul style="list-style-type: none"> ● Learning Agendas/Contracts <p>A learning contract is an</p>	<p>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 is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.</p>	<p>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</p>	<p>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.</p>

<p>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:</p> <ul style="list-style-type: none"> • the goals of the contract • the obligations of each party to the contract • the time frame within which the terms of the learning contract are to be fulfilled • the basis on which it will be determined that the conditions of the contract were met <p>Sample Resource</p> <p>http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html</p> <ul style="list-style-type: none"> • Anchor Activities-Self- 	<p>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.</p> <p>Instructional Supports:</p> <p>Hands-on materials</p> <p>-bilingual dictionaries</p> <p>-visual aids</p> <p>-teacher made adaptations, outlines, study guides</p> <p>-varied leveled texts of the same content</p>	<p>interests.</p> <p>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.</p> <p>Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process</p>	
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<p>directed specified ongoing activities in which students work independently</p> <p>Sample Resource</p> <p>http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf</p> <ul style="list-style-type: none"> ● 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 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 	<p>Please refer to the following link- http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf as mentioned on the NJDOE website.</p> <p>Preparing students for the lesson:</p> <ol style="list-style-type: none"> 1. <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. 2. <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. 3. <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, 	<p>(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.</p> <p>Instructional Monitoring - Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.</p>	
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<p>material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.</p> <p>Sample resource:</p> <p>http://www.gifted.uconn.edu/semin/semart08.html</p> <ul style="list-style-type: none"> ● 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. <p>Sample resource:</p> <p>http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18</p> <ul style="list-style-type: none"> ● Flexible grouping 	<p>particularly when studying the disciplines of history, civics, economics, and geography.</p> <p>4.<i>Concept Development</i>-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.</p> <p>5. <i>Giving Directions</i>-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.</p> <p>Presenting the Lesson:</p>	<p>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 interaction; and to provide accessibility to information, materials, and equipment.</p> <p>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</p>	
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<p>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.</p> <p>Sample resource:</p> <p>http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</p> <ul style="list-style-type: none"> ● Jigsaw Activities <p>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</p>	<p>-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.</p> <p>-Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.</p> <p>-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.</p> <p>-Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with</p>	<p>activities.</p> <p>Please refer to NJ Social Studies Curriculum Frameworks referenced above.</p>	
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<p>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.</p> <p>Sample resource:</p> <p>http://www.adlit.org/strategies/22371/</p> <ul style="list-style-type: none"> ● Depth and Complexity of Curriculum-Dr. Sandra Kaplan <p>Sample resource:</p> <p>http://img.docstoccdn.com/thumb/orig/119636316.png</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Extension Menus <p>Students select from a set of possible assignments (3 to 9 choices is common). Students</p>	<p>and without vast cultural knowledge and make study of the social studies more meaningful.</p> <p>Sample Resources:</p> <p>CanDo Descriptors -</p> <p>https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado -</p> <p>http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>		
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<p>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.</p> <p>Sample resource:</p> <p>K-5</p> <p>http://gilbertps.schoolwires.net/cms/Lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf</p> <p>Sample See p. 13</p> <p>Gr 6-12</p> <p>http://www.chatt.hdsb.ca/~pattersonka/FOV1-000D4965/FOV1-000FF699/DCGL.pdf Sample p. 43</p> <ul style="list-style-type: none"> ● Advanced Discussion 			
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Techniques <ul style="list-style-type: none">• Questioning Strategies			
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- Argument - [Teaching Argumentative Writing](#)

General Interdisciplinary Resources

[College,Career and Civic Life C3 Framework](#)

[WIDA Standards 2012](#)

<p>Core Instructional Materials including digital tools</p>	<p>Library of Congress</p> <p>Myriad instructional resources are available to educators to teach social studies with students’ diverse interests and needs in mind. Several resources are already cited in this curriculum addendum. The below lists represents current and prominent instructional resources that are referenced often in classrooms. Digital sources are hyperlinked.</p> <p>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 to the NJCCCS (2014).</p> <p>C3 Teacher Blog and Professional Community</p> <p>National Council for the Social Studies</p> <p>Reading Like an Historian: Stanford History Education Group</p> <p>National Geographic Education</p> <p>Project Citizen</p> <p>National Endowment for the Humanities History/Social Studies Lessons</p> <p>NY Times Learning Network</p>
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- Interdisciplinary connections
- Diversity in student learning styles and needs
- Opportunities for democratic participation

6. 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?

7. 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?

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

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

Helpful links:

Authentic Assessments: [Working definitions of AA](#), [Muller Toolbox](#), [NEA Toolbox](#), [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
- 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](#)

[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 in-depth 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 (<i>content, process, product and learning environment</i>)	English Language Learners	Students with Disabilities <i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i>	Students at Risk of School Failure
<p>N.J.A.C. 6A:8-3.1 Curriculum and instruction</p> <p>District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.</p> <p>Sample Differentiation Strategies and Techniques that apply to Social Studies</p>	<p>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</p>	<p>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</p>	<p>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</p>

<ul style="list-style-type: none"> ● Learning Agendas/Contracts <p>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:</p> <ul style="list-style-type: none"> ● the goals of the contract ● the obligations of each party to the contract ● the time frame within which the terms of the learning contract are to be fulfilled ● the basis on which it will be determined that the conditions of the contract were met <p>Sample Resource</p> <p>http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html</p> <ul style="list-style-type: none"> ● Anchor Activities- 	<p>meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.</p> <p>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.</p> <p>Instructional Supports: Hands-on materials -bilingual dictionaries -visual aids -teacher made adaptations, outlines, study guides -varied leveled texts of the same content</p> <p>Please refer to the following link- http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf as mentioned on the</p>	<p>education that applies directly to their educational needs and interests.</p> <p>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.</p> <p>Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and 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</p>	<p>students who are at-risk.</p>
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<p>Self-directed specified ongoing activities in which students work independently</p> <p>Sample Resource</p> <p>http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf</p> <ul style="list-style-type: none"> <p>Curriculum</p> <p>Compacting-Curriculum</p> <p>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 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</p> 	<p>NJDOE website.</p> <p>Preparing students for the lesson:</p> <ol style="list-style-type: none"> <i>Building Background Information</i> through brainstorming, semantic webbing, use of visual aids and other comprehension strategies. <i>Simplifying Language for Presentation</i> by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech. <i>Developing Content Area Vocabulary</i> through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography. <i>Concept Development</i>-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 	<p>vocabulary and/or strategies; visual demonstrations, illustrations, models.</p> <p>Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.</p> <p>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 interaction; and to provide accessibility to information, materials, and equipment.</p> <p>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.</p>	
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<p>that enable a more challenging and productive use of the student's time.</p> <p>Sample resource:</p> <p>http://www.gifted.uconn.edu/sem/semart08.html</p> <ul style="list-style-type: none"> ● 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. <p>Sample resource:</p> <p>http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18</p> <ul style="list-style-type: none"> ● Flexible grouping <p>Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small</p>	<p>grades and courses in social studies.</p> <p>5. <i>Giving Directions</i>-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.</p> <p>Presenting the Lesson:</p> <ul style="list-style-type: none"> -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 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 	<p>Please refer to NJ Social Studies Curriculum Frameworks referenced above.</p>	
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<p>group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.</p> <p>Sample resource:</p> <p>http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</p> <ul style="list-style-type: none"> ● Jigsaw Activities <p>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.</p> <p>Sample resource:</p> <p>http://www.adlit.org/strategies/22371/</p> <ul style="list-style-type: none"> ● Depth and Complexity of Curriculum-Dr. Sandra 	<p>classroom conversations on subjects of interest and cultural relevance.</p> <p>-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.</p> <p>Sample Resources:</p> <p>CanDo Descriptors - https://www.wida.us/standards/CAN_DOs/</p> <p>Colorin Colorado - http://www.colorincolorado.org/educators/</p> <p>WIDA - https://www.wida.us/</p>		
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<p>Kaplan</p> <p>Sample resource:</p> <p>http://img.docstoccdn.com/thumb/orig/119636316.png</p> <ul style="list-style-type: none"> ● Graphic Organizers ● Extension Menus <p>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.</p> <p>Sample resource:</p> <p>K-5</p> <p>http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/</p>			
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<p>Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf Sample See p. 13</p> <p>Gr 6-12 http://www.chatt.hdsb.ca/~pattersonka/FOV1-000D4965/FOV1-000FF699/DCGL.pdf Sample p. 43</p> <ul style="list-style-type: none"> ● Advanced Discussion Techniques ● Questioning Strategies 			
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