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–(elementary, middle, high) _____

A:8-3.1 Curriculum and instruction

boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students acquire the knowledge and skills specified by the CCCS 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.

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

boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students.

process, products, and learning environment.

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

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

- pacing guide;
- a list of core instructional materials, including various levels of texts at each grade level;
- Benchmark assessments; and

• 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 and talented students.

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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 NJCCCS in Social Studies provide educators with identified 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.
Primary Connections (IDA standards if applicable)	<p>Social studies encompasses a broad multidisciplinary field within its own area, including the teaching of anthropology, civics, economics, geography, political science, psychology and sociology. The NJCCCS are designed to integrate core social studies disciplines: civics, economics, geography, and history. Interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct social studies into: moral/social education; science, mathematics, and technology literacy/language arts.</p> <p>Interdisciplinary connections are framed through essential questions to highlight integration of content/skills inherent to student inquiries in social studies. To be bulleted with hyperlinked resources in parenthesis.</p> <p>Moral/social education: What are universal ideas and problems shared across history? What does it mean to be a citizen? What are the responsibilities and opportunities of citizenship? What ideals and actions will enhance my personal development and the development of my various communities?</p> <ul style="list-style-type: none">• Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)• Global citizenship education - Civics Kids, Teaching Civics, Character.org, Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savers, Facing History

- Social participation projects - 150 [Service Learning](#) Projects, [Sci/SS 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 Engineering Practices](#); [Facing the Future](#); [Project Wild](#); [UNESCO](#))
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - [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 Awards](#), [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](#)

[Library of Congress](#)

Instructional Materials
Digital tools

Myriad instructional resources are available to educators to teach social studies with diverse interests and needs in mind. Several resources are already cited in this curriculum addendum. The below lists represents current and prominent instructional resources referenced often in classrooms. Digital sources are hyperlinked.

[Framework for College, Career, and Civic Life \(C3\)](#): A national framework for planning teaching social studies curricula. This document should be used as a chief complement to NJCCCS (2014).

[C3 Teacher Blog and Professional Community](#)

[National Council for the Social Studies](#)

[Reading Like a Historian: Stanford History Education Group](#)

[National Geographic Education](#)

[Project Citizen](#)

[National Endowment for the Humanities History/Social Studies Lessons](#)

[NY Times Learning Network](#)

Themes and Skills

The following content statements can be integrated into any of the adopted Social Studies (A. Civics, Government and Human Rights, B. Geography, People and the Environment, 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.

	<ul style="list-style-type: none">• 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
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**ational Technology
Technology Education, Engineering,
and Computational Thinking -
ing**

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 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To ensure that 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 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.

- Communicate information and ideas to multiple audiences using a variety of m formats.
- Develop cultural understanding and global awareness by engaging with learne other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and techn
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information fr variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropr for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigat
- 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 solution

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 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 other fields of study.
- The cultural, social, economic and political effects of technology.

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	<ul style="list-style-type: none">• 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, 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
de	<p>The NJCCCS in Social Studies have progress indicators that cover clusters of multiple local districts, as a result, develop curricular scope and sequence plans that meet individual community needs while addressing the NJCCCS. The NJDOE does not have a specific pacing guide at each grade level for this reason. However, individual schools must show evidence of creating and following social studies pacing plans that align to the NJCCCS.</p>
s	<p>Social Studies <u>assessments</u> like other content area assessments should be a natural, ongoing part of the teaching and learning process. The more authentic the assessments are, 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> <ol style="list-style-type: none">1. What factors should be <u>considered in planning for assessment</u>?<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 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:

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- 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

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: Needs, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

How to 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

to students'

Proficiency-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

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Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Social Studies Framework <http://www.state.nj.us/education/archive/frameworks/socialstudies/chapter4.pdf> contains an in-depth overview of the needs of diverse learners in Social Studies. Many of these content specific suggestions are classroom ready. Note: The State Social Studies Framework document are not according to the 2014 Social Studies Standards.

Talented (<i>content, process, 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>8-3.1 Curriculum Instruction</p> <p>Standards of education shall include appropriate curricular and instructional modifications for gifted and talented students. Instruction should be differentiated and modified to indicate content, process, products, and learning environment.</p> <p>Differentiation and Techniques that are Effective in Social Studies</p> <p>Learning Contracts</p> <p>A learning contract is an agreement established between the student and the teacher; it</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>Educators provide various grouping strategies such as</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 interests.</p> <p>Student Motivation – Expanding student motivation to</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 students who are at-risk in this 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>

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involves the student's
e contract specifies
arning and/or
objectives for the
t all parties agree
achieved. The
o specifies:
goals of the contract
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y to the contract
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ning%20contracts.ht](http://www.educ.ualberta.ca/sta-
lash/best%20of%20
ning%20contracts.ht)
Activities-Self-
specified ongoing
s in which students
dependently
source
[www.rec4.com/filestore/R
ActivityPacket_08051](http://www.rec4.com/filestore/R
ActivityPacket_08051)

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:
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/educatio
n/modelcurriculum/ela/ELLSup
port.pdf](http://www.state.nj.us/educatio
n/modelcurriculum/ela/ELLSup
port.pdf) as mentioned on the
NJDOE website.

**Preparing students for the
lesson:**
1. *Building Background
Information* through
brainstorming, semantic

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 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

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Curriculum Compacting-
Curriculum Compacting is an instructional technique that is specifically designed to compact appropriate curricular content for students in a particular area and at a grade level. Essentially, the procedure involves (1) identifying the goals and objectives of a particular unit or content of instruction, (2) determining which students have already mastered most of a specified set of outcomes, and (3) providing replacement activities for material not mastered through the instructional options available to provide a more efficient and productive use of the student's time.
Source:
www.gifted.uconn.edu/senior/3.html
Homework Assignments-

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 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

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 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.

Learning Activities
strategy that
cooperative learning
g students an
y to actively help each
comprehension. Use
ue to assign students
groups composed of
l levels. Each group
responsible for
n "expert" on one
ne assigned material
eaching" it to the
bers of the team.
ource:
www.adlit.org/strategies/

**Depth and Complexity
Curriculum-Dr.
Lara Kaplan**
ource:
www.docstoccdn.com/thumb/536316.png

Thematic Organizers

knowledge and make study of
the social studies more
meaningful.

Sample Resources:
CanDo Descriptors -
[https://www.wida.us/standards/CAN DOs/](https://www.wida.us/standards/CAN_DOs/)

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

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

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often grouped by
of thinking skill.
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ty. A variety of
ble students to work
that most interests

ource:

<https://schoolwires.net/c/01001722/Centricity/09/Teaching%20Gifted%20of%20Forms.pdf>
p. 13

www.chatt.hdsb.ca/~patte/1-000D4965/FOV1-OCGL.pdf Sample p. 43

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