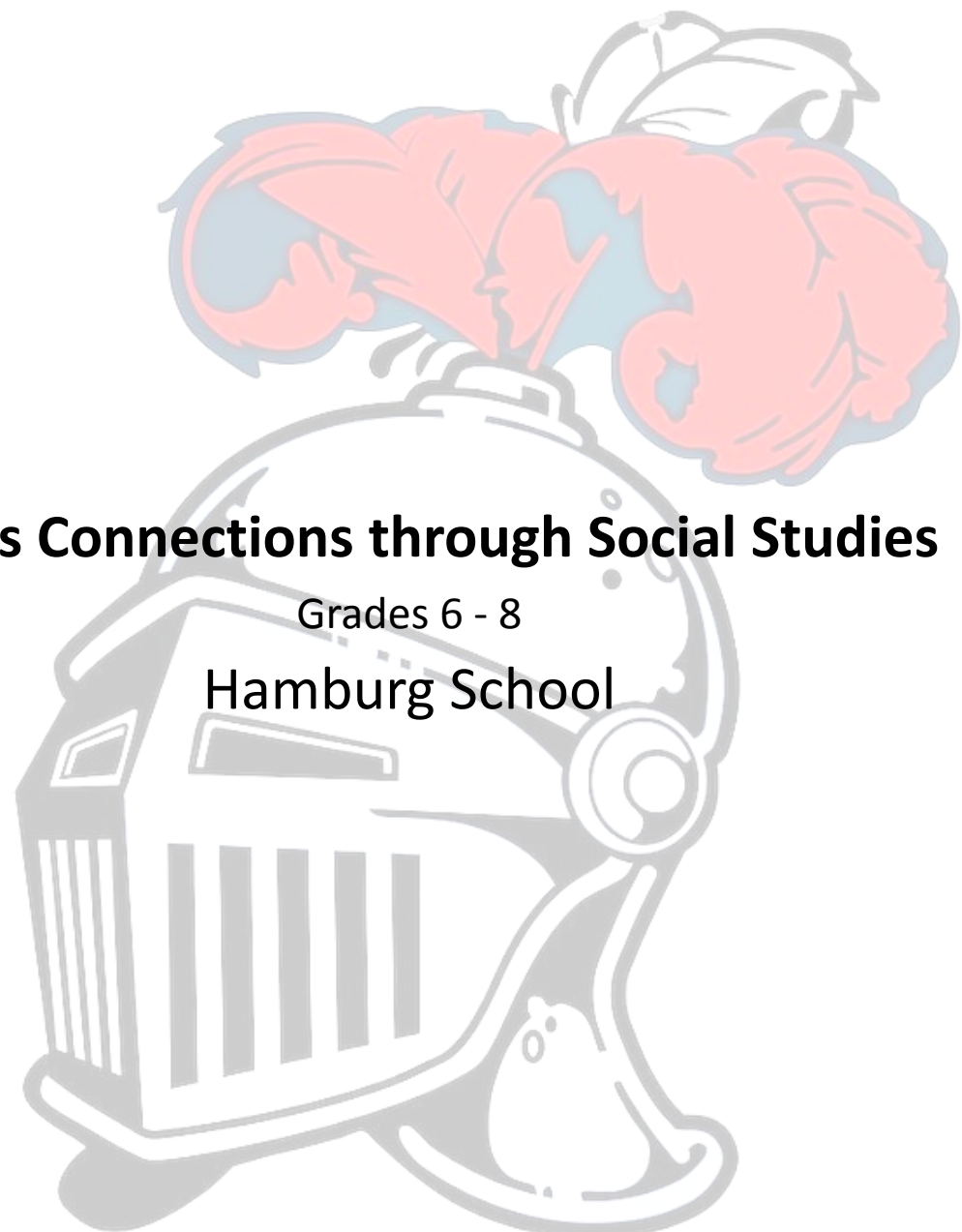
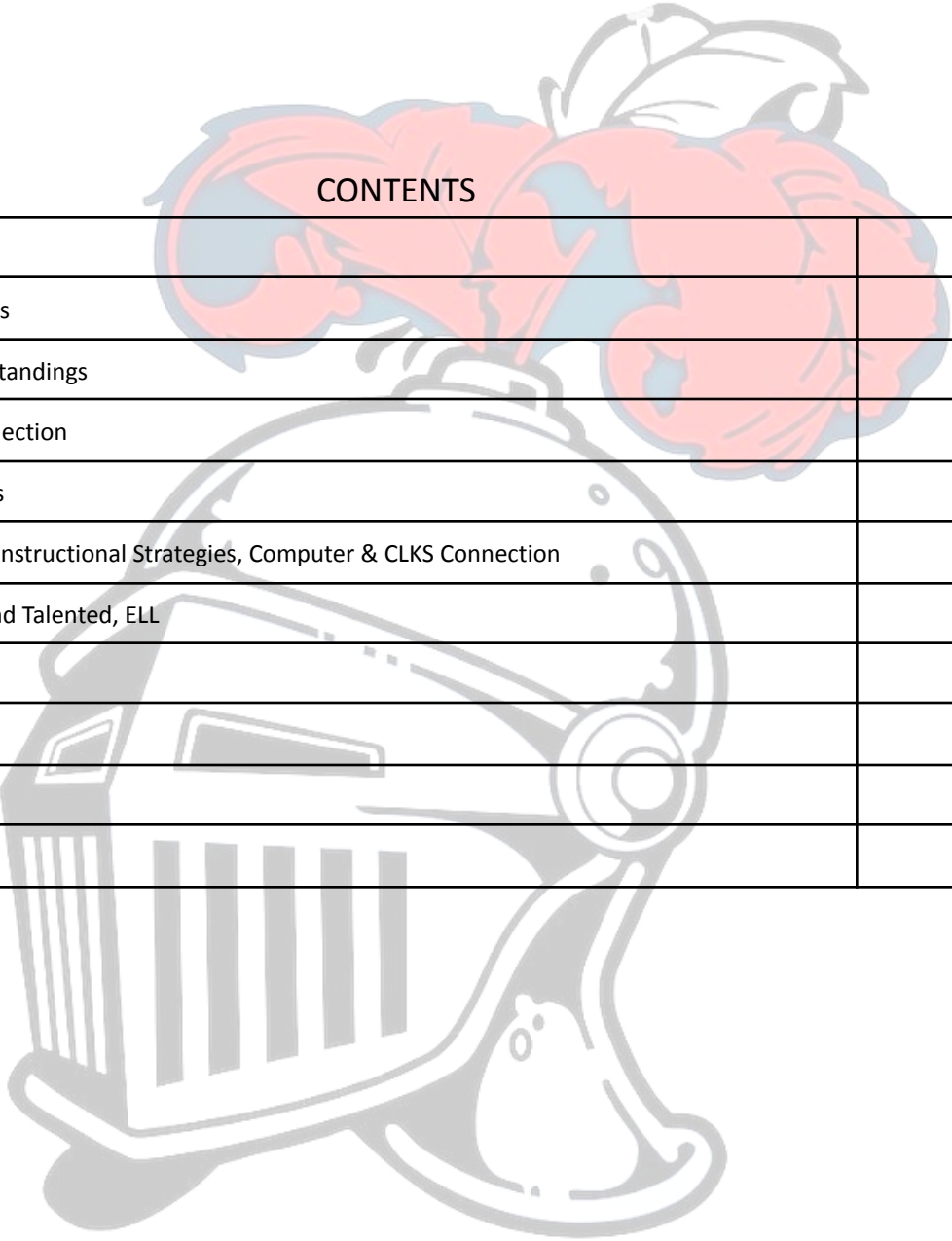




Civics Connections through Social Studies

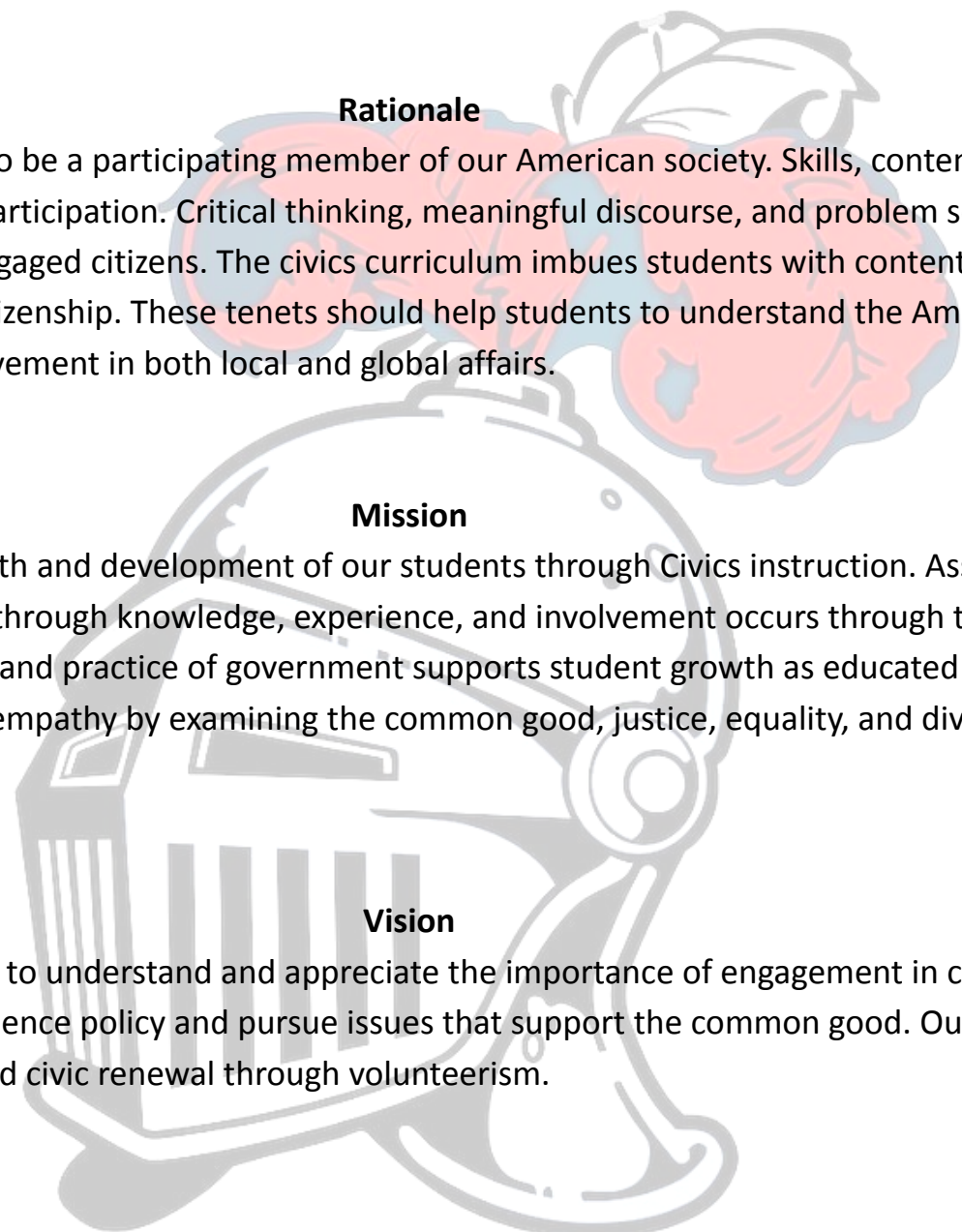
Grades 6 - 8

Hamburg School



CONTENTS

Rationale, Mission, Vision	2
Civic Practices and Social Studies Practices	3
Essential Questions and Enduring Understandings	5
Disciplinary Concepts Social Studies Connection	6
Core Ideas and Performance Expectations	7
Interdisciplinary, Materials & Resources, Instructional Strategies, Computer & CLKS Connection	10
Modifications, At Risk Students, Gifted and Talented, ELL	12
Resources	13
References	15
Appendix I	16
Appendix 2	20



Rationale

Civic education prepares students to be a participating member of our American society. Skills, content, civic virtues are required learning to support that participation. Critical thinking, meaningful discourse, and problem solving are crucial skills to develop students into becoming engaged citizens. The civics curriculum imbues students with content knowledge regarding governance, societal equity, and citizenship. These tenets should help students to understand the American political system and the importance of citizen involvement in both local and global affairs.

Mission

Hamburg School supports the growth and development of our students through Civics instruction. Assimilating the aspects of the rights and duties of citizenship through knowledge, experience, and involvement occurs through the Civic's lessons. Illuminating students to the theory and practice of government supports student growth as educated citizens. Learning will support students' development of empathy by examining the common good, justice, equality, and diversity within the American democratic republic.

Vision

Hamburg School students will learn to understand and appreciate the importance of engagement in civics and political involvement. The students will Influence policy and pursue issues that support the common good. Our young people will participate in communities and build civic renewal through volunteerism.

Civics Practices - Grades 6 - 8

Addressing current events and controversial issues	Including controversial political issues in civic learning broadens ideologies. Discussing ideas that represent a varied array of communities' beliefs broadens the understanding of viewpoints and the beliefs promoted by the media. Cross-cutting political discussions promotes student engagement as citizens about important issues and events developing a tolerance for all people. Building understanding of a range of viewpoints supports solutions to public problems. https://civiced.rutgers.edu/resources/suggested-practices
Service Learning	The methodology of service-learning creates links between school curriculum and student work that benefits the community. It offers students the opportunity to apply their learning to a variety of personally meaningful issues. High quality service learning experiences give students the opportunity to think about and solve community problems by applying their knowledge and skills. https://civiced.rutgers.edu/resources/suggested-practices
Simulations of democratic processes	Allowing students to act in fictional environments, contributes to civic learning as they participate in real world scenarios. Engaging and motivating simulations require advanced skills and constructive interactions. The fictional environments present a learning forum where students can apply both civic and non-civic know-how and competence. Such skills include: public speaking, teamwork, close reading, analytical thinking, and the ability to argue both sides of an issue. These aptitudes support student growth in active citizenship and future success. https://civiced.rutgers.edu/resources/suggested-practices
Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Essential Questions

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- Should the government reflect the will of the people?
- Is a national economic policy necessary?
- Should there be a line between federal and state power?
- Are some rights more important than others?
- Why is there disagreement about the scope of our civil liberties?
- Should the government treat people differently based on membership within a group?
- What role do parties/ interest groups play in forming public policy?
- Do wealth and/or economic status provide access to political power?
- How does the environment affect the beliefs, values, traditions, and actions of a society?
- Is the American election system fair and effective?
- What factors affect voter turnout?
- Is informed voting a responsibility or a choice?
- What are the various influences on legislative decision-making?

Enduring Understandings

- American citizens are guaranteed certain fundamental rights.
- Civil rights protect individuals from discriminatory treatment.
- Civic participation in the political process is a function of our background, experiences, and beliefs.
- Personal history determines our political points of view.
- Information and thoughtfulness are needed to make decisions on public and community issues.
- Critical thinking, research, and discourse provide a forum for understanding different perspectives.
- Participation in your community (local or global) contributes to cultural, social, political, and religious understanding.
- Group problem solving, public speaking, petitioning, and voting are positive methods to act politically.
- Concern for the rights and welfare of others, social responsibility, and tolerance of all strengthens civic ideology.

Grades 6 - 8

Disciplinary Concepts	Social Studies Connection
Civics, Government, and Human Rights: Civic and Political Institutions	• Political and civic institutions impact all aspects of people’s lives. • Governments have different structures which impact development (expansion) and civic participation.
Civics, Government, and Human Rights: Participation and Deliberation	• Civic participation and deliberation are the responsibility of every member of society. • Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
Civics, Government, and Human Rights: Democratic Principles	• The United States’ system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights. • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.
Civics, Government, and Human Rights: Processes and Rules	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.
Civics, Government, and Human Rights: Human and Civil Rights	• Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
Civics, Government, and Human Rights: Civic Mindedness	The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.

Grades 6 - 8

Standards crosswalked with Social Studies Curriculum

Unit 1 Foundational Concepts and Principles	
CORE IDEA Citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good.	Performance Expectation ● 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected ● 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve ● 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies. ● 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
Assessment	Student Mock Election; Analyze the benefits of a democratic government. All listed assessments are suggested activities.
Unit 2 Foundational Documents	
CORE IDEA Economic, political, and cultural decisions prevented and/or promoted the growth of respect for human dignity, individual responsibility, and freedom.	Performance Expectation ● 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy ● 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. ● 6.1.8.CivicsPI3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. ● 6.1.8.Civics.PD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights ● 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
Assessment	Simulated Federal Convention

Unit 3 The Constitution, American Ideals, and the American Experience

CORE IDEA

Economic, political, and cultural decisions promote and prevent the growth of Equality, respect for human dignity, freedom, and individual responsibility.

PACING

Performance Expectation

- 6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts)
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery and other issues during the Antebellum period.
- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions)
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th , 14th and 15th Amendments to the United State Constitution from multiple perspectives
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality)
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Assessment

We the People: The Citizen and the Constitution and/or other simulated legislative hearing or judicial hearing about current day issues

Unit 4 The Role of the Citizen in a Democratic Society

CORE IDEA

Citizens, civic ideals, and government institutions interact to balance the needs of individuals and for the common good.

PACING

Performance Expectation

- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state and national level
- 6.3.8.CivicsPI.4: Investigate the role of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from it
- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state or national level
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions and communicate the best one to an appropriate government body
- 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change
- 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints and willing to take action on public issues

Assessment

Project Citizen, Generation Citizen, YPAR or other citizen action activity.

By the End of Grade 8

Interdisciplinary Connections		
MATH MP.2 Reason abstractly and quantitatively. (K-PS2-1)	ELA RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)	ART PHYSICAL ED HEALTH

By the End of Grade 8

MATERIALS and RESOURCES: https://www.quia.com/ Teacher Pay Teachers materials - Presentation/Digital Storytelling Tools: Google Slides, Prezi, - Online Speaking/Recording Tools: Polleverywhere, Padlet - Video Tools: YouTube, edpuzzle, QR Codes: QR Code Generator, Game-based	INSTRUCTIONAL STRATEGIES - Reinforcing effort - Provide recognition - Cooperative learning - Cues, Questions, Organizers - Summarizing (or note taking) - Generating & testing hypotheses - Student practice - Individualized instruction - Effective feedback - Presenting learning goals/objectives - Blended learning - Authentic learning - Adapting to learning styles - Conferencing - Activate prior knowledge - Investigations - Flexible classrooms	Computer Science & Design Thinking 8.1.8.NI.1 break down info into smaller pieces 8.1.8.NI.4 explain security measures for tech 8.1.8.IC.2 Describe issues of bias in tech accessibility 8.1.8.DA.6 Analyze climate change models & suggest refine 8.1.8.AP.1 design steps to complete problem 8.1.8.AP.6 refine solutions using feedback 8.2.8.ED.1 evaluate tech for function, value, aesthetics 8.2.8.ED.3 develop proposal for real world problem 8.2.8.ITH.1 examine how	CLKS 9.1.8.FP.1 impact of personal values on finances 9.1.8.FP.2 emotions, attitudes, behavior = financial decisions 9.1.8.FP.3 self-regulation to manage money 9.1.8.FP.4 family and culture values influence money habits 9.1.8.FP.5 financial well-being behaviors 9.1.8.FP.6 examine advertising messages 9.1.8.FP.7 deceptive advertising 9.1.8.CR.1 importance of philanthropy and service 9.1.8.CR.2 ways to give back 9.1.8.CR.3 business, consumer, gov't. Responsibility to economy 9.1.8.CR.4 ethical financial decision making 9.1.8.EGI.3 how local, state, fed, use tax dollars 9.1.8.EGI.4 Consequences of breaking finance laws 9.1.8.EGI.5 employment trends & future education 9.1.8.EGI.8 Currency rates over time and on trade 9.1.8.PB.5 Affects goals = peers, culture, location,
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● Response Tools: Kahoot!, Socrative, Quizlet, Quizzizz ● Communicative Tools: Skype, Google Classroom, Twitter, ● E-Portfolios: Google Drive, ● Authentic listening and reading sources that provide data and support for speaking and writing prompts.	● Graphic organizers ● Guest speakers ● Identifying similarities and differences ● Modeling ● Music/ songs ● Peer teaching ● Project -based learning ● Reading aloud ● Debate ● Word walls ● Student choice ● Think- Pair- Share ● Rubrics ● Varied Texts	tech influences economy, social, cultural 8.2.8.ITH.2 compare how tech influence society over time 8.2.8.ITH.5 compare impact of tech on different societies 8.2.8.ETW.1 illustrate how product upcycld 8.2.8.EC.1 explain issues of new tech 8.2.8.EC.2 examine effects of unethical practices in product design	experience 9.1.8.PB.6 Create budget for short, long, charity goals 9.1.8.CAP.2 create plan for career interests 9.1.8.CAP.4 online behavior impacts employment 9.1.8.CAP.12 assess strengths, talents, and jobs 9.1.8.CAP.15 demand for certain skills open job market 9.1.8.CI.1 Assess data on Climate Change 9.1.8.CT.3 Examine problem solving at national or global level 9.1.8.DC.1 resource citations for online materials 9.1.8.DC.2 appropriate citation when creating media 9.1.8.DC.3 Private/ public online info 9.1.8.DC.4 digital info can be copied and seen by public 9.1.8.DC.5 practice positive digital identity behaviors 9.1.8.DC.7 create digital work through collaboration 9.1.8.GCA.1 sensitivity & respect for cultural differences 9.1.8.GCA.2 openness to diverse ideas 9.1.8.IML.1 use credible sources in research 9.1.8.IML.2 identify misrepresentation of info 9.1.8.IML.3 digital visual for data set 9.1.8.IML.5 analyze public data 9.1.8.IML.7 use info from variety of sources 9.1.8.IML.8 use thoughtful search strategies 9.1.8.IML.9 ethical use of info 9.1.8.IML.11 impact of social media activities 9.1.8.IML.12 relevant tools to delivery info 9.1.8.IML.14 role of media - delivers cultural, societal message 9.1.8.IML.15 same media message - different experiences
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By the End of Grade 8

MODIFICATIONS -SPECIAL NEEDS, 504 • Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Provide repetition and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide preferential seating where appropriate • Permit use of computer at student's request • Establish expectations for correct spelling on assignments. • Use assistive technology • Modify reading levels • Modify expectations	STUDENTS AT RISK OF FAILURE • Ask students to restate information, directions, and assignments. • Provide opportunities for repetition and practice • Model skills / techniques to be mastered. • Provide extended time to complete class work • Provide copy of class notes • Provide preferential seating • Accommodate student requests to use a computer to complete assignments. • Establish expectations for correct spelling on assignments. • Accommodate student requests for books on digital media, as available and appropriate. • Assign a peer helper in the class setting • Provide oral reminders and check student work during independent work time • Assist student with long- and short-term planning of assignments • Encourage student to proofread assignments and tests • Provide regular parent/ school	GIFTED AND TALENTED • Develop thematic topics for discussion and research: families & communities, science and technology, beauty and aesthetics, contemporary life, global challenges, personal and public identities. • Use technological devices to gain access to online resources in order to research and explore current events and cultural practices. Use advanced supplementary / reading materials • Use authentic resources to promote a deeper understanding of culture. • Provide opportunities for open-ended, self-directed activities • Communication outside the language classroom for travel, study, work, and/or interviews with community members. • Encourage the use of creativity • Provide opportunities to develop depth and breadth of knowledge in the subject area (examples: create drawings/illustrations, use of music, create poems/songs, write opinion letters, create videos/stories/comic strips, etc.) • Conduct research and provide presentations of cultural topics.	ELL Modifications • Seat student near teacher • Print clearly • Do not use cursive • Give directions in print & orally • Print keywords, page numbers, homework, deadlines on the board • Incorporate visuals • Avoid slang or colloquial sayings, • Avoid complex sentence structure • Use questions that need one word answers • Be ready to give additional instructions on complex tasks • Adjust assignments so student writes less • Provide simpler questions to answer • Expect fewer spelling words • Provide extra time as necessary • Provide graphic organizers • Provide an ELL dictionary • Provide books on tape or CD • Provide wall charts of key concepts • Provide a word wall • Provide models of docs such as Homework, projects
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	communication	Design surveys to generate and analyze data to be used in discussion.	
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RESOURCES

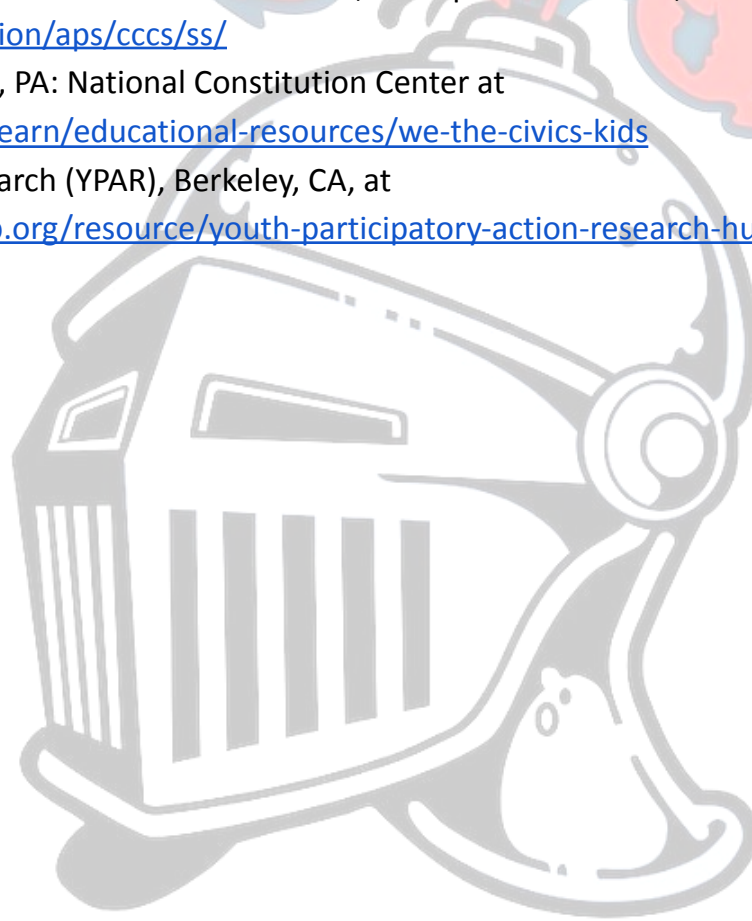
Materials & Resources, Interdisciplinary Connections, Technology, Assessments, Pacing - Included at each grade level

- [Curriculum Guide for Middle School Civics](#)
- [SEL Competencies](#)
- [NJDOE SEL](#)
- [Amistad](#)
- [Holocaust](#)
- [Italian American Heritage](#)
- [Asian American /Pacific Islander Commission](#)
- [Climate Change Standards Support](#)

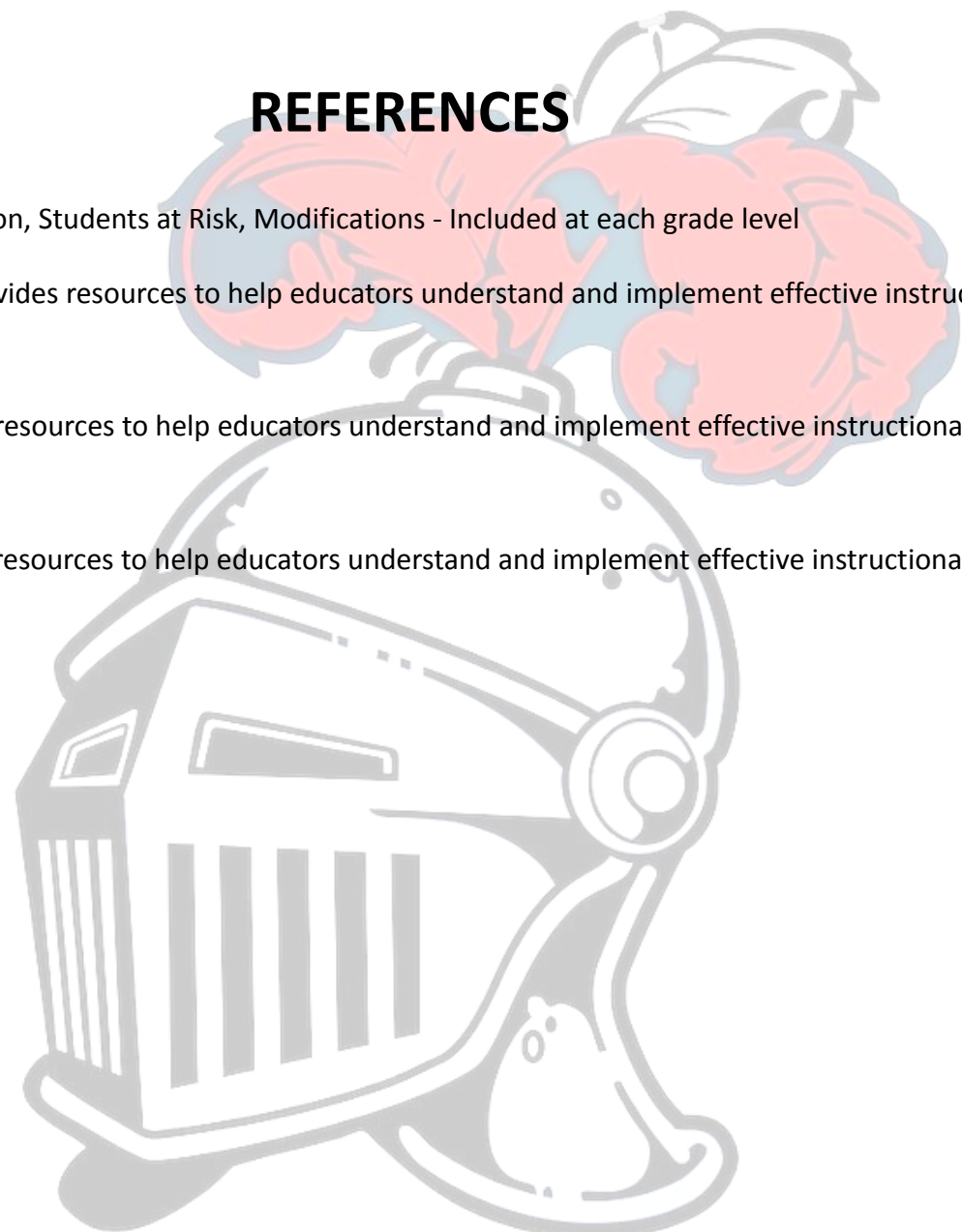
Ideas for classroom activities, suggested lessons and links to resources

- Active Citizenship Today (ACT), 2 nd Ed., Constitutional Rights Foundation at <https://www.crf-usa.org/curriculum-library/civil-conversation-and-role-play/curriculum-library>
- 7 College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, Silver Spring, MA: National Council for the Social Studies, at <https://www.socialstudies.org/news/c3-framework-social-studies-state-standards-update>
- Center for Information and Research on Civic Learning and Engagement at <https://circle.tufts.edu/>
- Educating for American Democracy, iCivics in collaboration with Harvard University, Tufts University, CIRCLE, and Arizona State University with funding from the National Endowment for the Humanities and the U.S. Department of Education (2020) at <https://www.educatingforamericandemocracy.org/>
- Generation Citizen at <https://generationcitizen.org/our-programs/our-curriculum/>

- iCivics, Cambridge, MA, at <https://www.icivics.org/products/curriculum-units>
- Interactive Constitution, Philadelphia, PA: National Constitution Center at <https://constitutioncenter.org/interactive-constitution>
- Massachusetts History and Social Studies Curriculum Framework, Mass. Dept. of Elementary and Secondary Education (2018) at <https://www.doe.mass.edu/frameworks/hss/2018-12.pdf>
- National Assessment of Educational Progress, National Center for Educational Statistics at <https://www.nationsreportcard.gov/civics/results/achievement/>
- National Council for the Social Studies, at <https://www.socialstudies.org/standards/national-curriculum-standards-social-studies>
- New Jersey Student Learning Standards for Social Studies, NJ Dept. of Education, 2020, at <https://www.state.nj.us/education/aps/cccs/ss/>
- We the Civics Kids, Philadelphia, PA: National Constitution Center at <https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids>
- Youth Participatory Action Research (YPAR), Berkeley, CA, at <https://studentsatthecenterhub.org/resource/youth-participatory-action-research-hub/>



REFERENCES

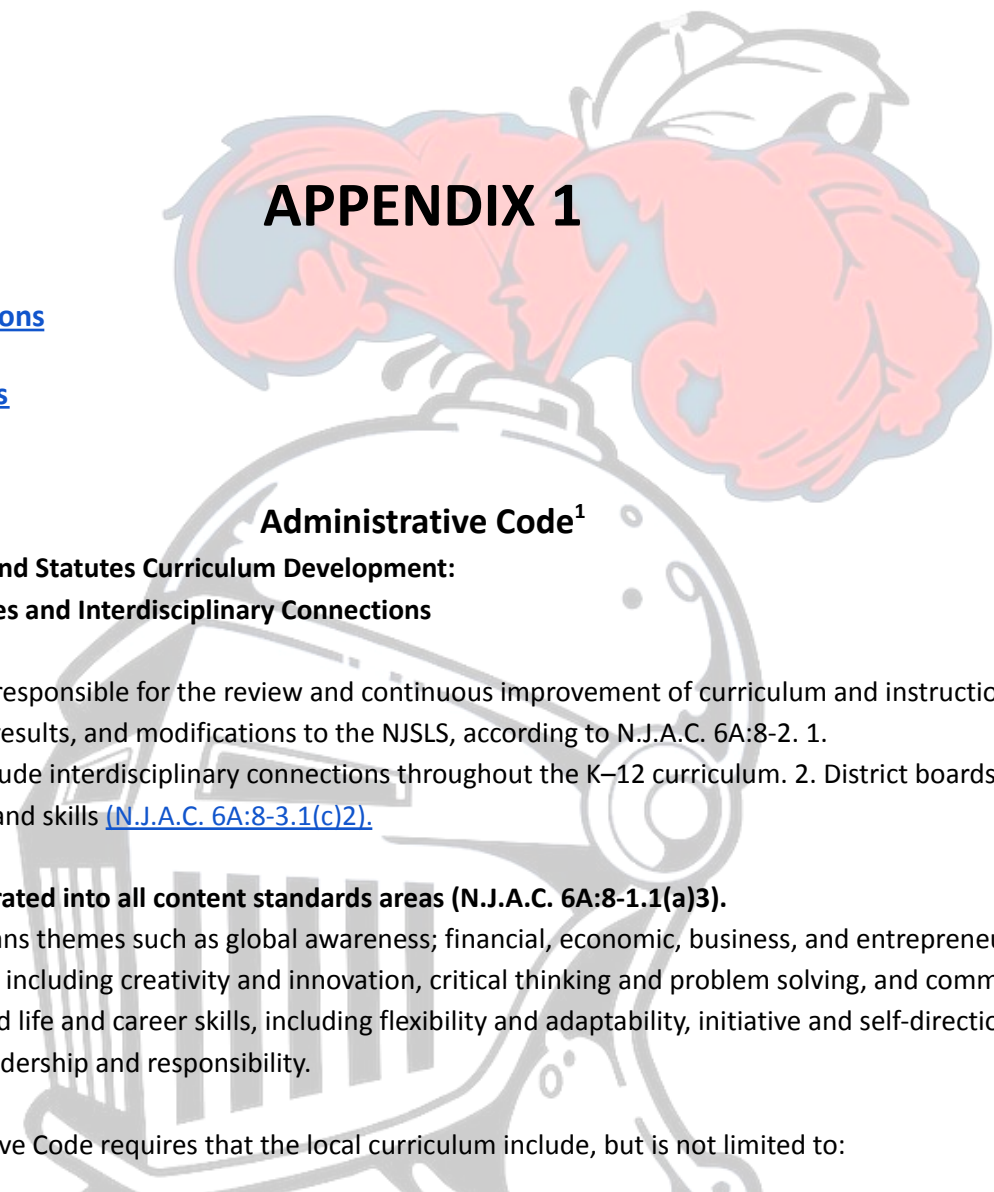


ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.



APPENDIX 1

- [New Jersey Statutes and Regulations](#)
- [Hamburg Policies and Regulations](#)

Administrative Code¹

New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)2](#)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE:](#) Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;

¹ <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

3. Benchmark assessments; and
4. 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.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: [N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards ([N.J.S.A. 18A:35-4.36](#)). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

African American History [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

Asian American Pacific Islander :

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

Digital Citizenship/ Social Media [N.J.S.A. 35-4.27](#) [Digital Citizenship](#) [Social Media](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media

artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

FROM THE NJSLS Social Studies Curriculum:

Standards in Action: Climate Change

At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues. As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

N.J.A.C.6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;

N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

[2020 New Jersey Student Learning Standards Kindergarten through Grade 12](#)

APPENDIX 2

K-12 Social Studies Resources

General Resources

- [C3 Inquiry Units](#)
- [Historical Inquiry Labs](#)
 - [Resources by Era](#)
- [Reading Like a Historian Lessons](#) (Stanford History Education Group) - US and world primary source based lessons
- [History Assessments of Thinking](#) (Beyond the Bubble) - US and world primary source based assessments
- [Teaching History](#) (National History Education Clearinghouse)
- [Teaching American History](#) - primary source collections and professional development on US history, government and civics
- [EDSITEment](#) - lesson plans, teacher's guides and teacher's guides related to US history
- [NJ Council for the Social Studies](#)
- [PBS Learning Media](#)

US Primary Sources

- [Digital Public Library of America](#) - US history primary source sets
- [National Archives](#) - US history primary sources and document analysis worksheets
- [Smithsonian Learning Lab](#) - US history primary sources, DBQs and lessons
- [Library of Congress](#) - US History primary sources sets
- [Chronicling America](#) - Historic american newspapers
- [Founders Online](#) (National Archives) - Correspondence and writings of the 7 major shapers of the US
- [ConSource](#) - digital library of historical sources related to the US Constitution

Differing Perspectives in America

- **General**

- [Learning For Justice](#)
- [Children & Youth in History](#)
- [Story Corps](#)
- [26 Mini-Films for Exploring Race, Bias and Identity with Students](#)
- [An Educator's Guide to Expanding Narratives about American History & Culture](#)
- [Immigrant History Initiative](#)
- [Teaching with Historic Places](#)
- [Untold History short videos](#)

- **African Americans**

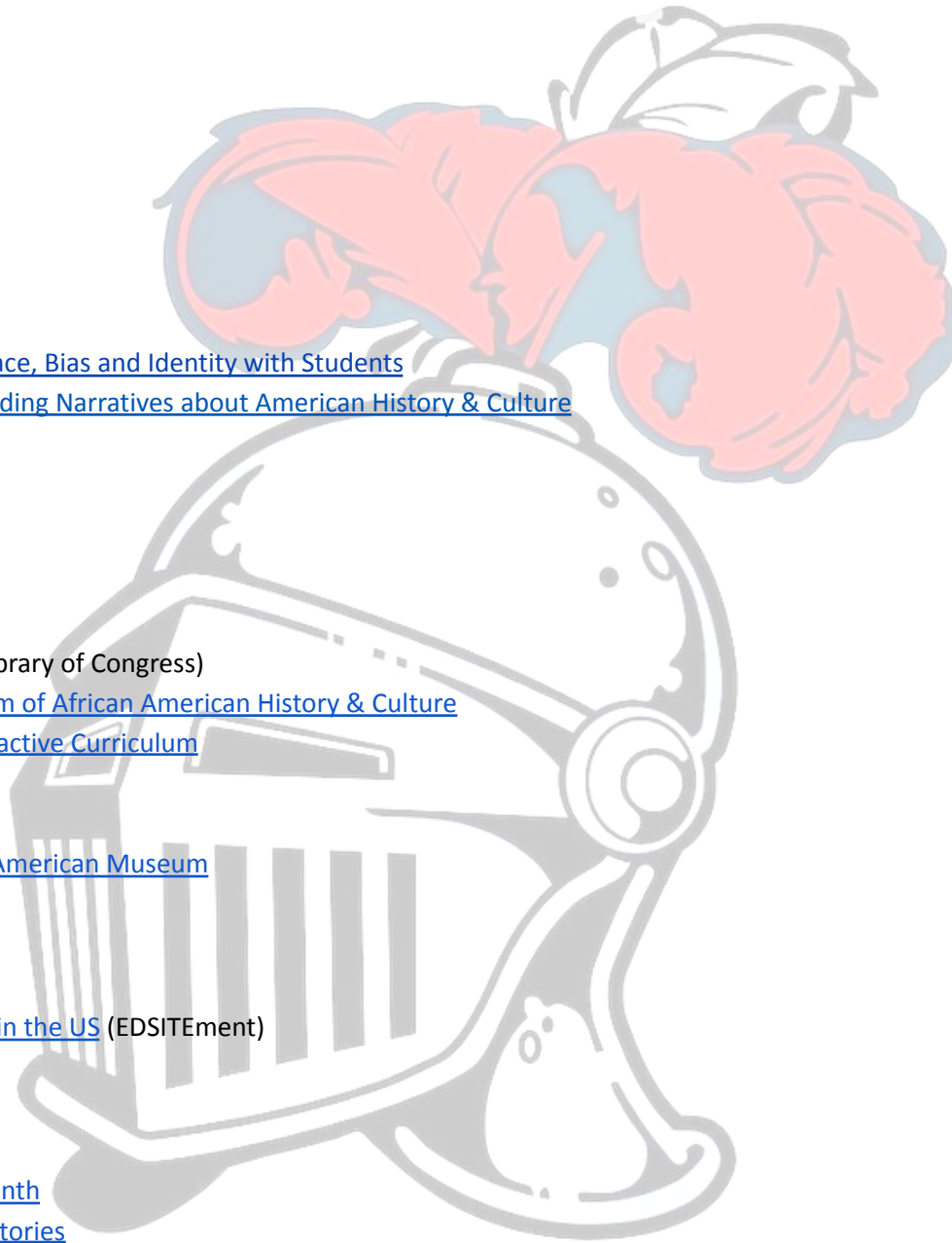
- [African American Odyssey](#) (Library of Congress)
- [Smithsonian National Museum of African American History & Culture](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Princeton & Slavery Project](#)
- [Sankofa Collaborative](#)
- [Stoutsburg Sourland African American Museum](#)

- **Latino**

- [Smithsonian Latino Center](#)
- [Hispanic Heritage Month](#)
- [Hispanic and Latino Heritage in the US](#) (EDSITEment)

- **Native Americans**

- [Honoring Tribal Legacies](#)
- [Native Knowledge 360](#)
- [Native American Heritage Month](#)
- [Teaching Native American Histories](#)



- **Women**

- [National Women's History Museum](#)
- [American Women](#) (Library of Congress)
- [The Ongoing Feminist Revolution](#)
- [National Women's History Alliance](#)

- **Asian American and Pacific Islanders**

- [Smithsonian Asian Pacific American Center](#)
- [Asian American and Pacific Islander Heritage and History in the US](#) (EDSITEment)
- [The Wing Luke Museum of the Asian Pacific American Experience](#)
- [A Different Asian American Timeline](#)
- [Asian American Education Project](#)

- **Individuals with Disabilities**

- [Disability History through Primary Sources](#) webpage on the Emerging America website serves as a hub for primary sources, publications, themes and lessons plans on disability history.
- [Disability History Museum](#) hosts virtual artifacts, lesson plans, and museum exhibits. This website is designed to foster research and facilitate the study of the historical experiences of people with disabilities and their communities.
- [Everybody: An Artifact History of Disability in America](#) is a web exhibition by the Smithsonian Institute that provides a historical perspective of people with disabilities.
- [Museum of disABILITY History](#) offers virtual exhibits, lesson plans and primary resources that explore the experiences of people with disabilities throughout history.
- [National Parks Service Disability History](#) series brings attention to some of the many disability stories interwoven across the National Park Service's 400+ units and its programs. "Disability stories" refer to the array of experiences by, from, and about people with disabilities represented across our nation.
- [Respect Ability](#) website contains a wealth of educational resources as well as profiles of individuals with disabilities of different ethnicities as well as women and LGBT.

- **LGBTQ Individuals**

- [Library of Congress](#) provides a variety of primary and secondary source materials containing books, posters, sound recordings, manuscripts and other material reflecting the contributions of the LGBTQ community.
- [National Archives Educator Resources](#) website provides primary sources and teaching activities that explores the concept of breaking barriers through the lens of LGBTQ accomplishments.
- [National Park Service LGBTQ Heritage](#) website provides free education tools and materials for teachers and students that highlight the people and places of LGBTQ history in America.

- [People with a History](#)(Fordham University) provides hundreds of original texts, discussions and images, and addresses LGBTQ history in all periods, and in all regions of the world.

World Primary Sources

- [British Museum](#)
- [World Digital Library](#) - cultural heritage materials from around the globe featuring narrative descriptions
- [Avalon Project](#) (Yale Law School) - World history documents relating to law, history and diplomacy
- [Google Arts & Culture](#) - Virtual tours and collections on a variety of locations, historical topics and primary sources from around the world

Economics/Financial Literacy

- [EcondEd Link](#)
- [Junior Achievement of New Jersey](#)
- [Next Gen Personal Finance](#)
- [Everfi](#)
- [Banzai!](#)

Current Events/Media Literacy

- [Newseum Ed](#) - lesson plans, videos, professional development and primary sources to cultivate civic understanding and media literacy
- [News Literacy Project](#)

Geography

- [Global Awareness Map](#) - Informational text, images and videos about every country's people, government, religions and current issues
- [Atlas of the Historical Geography of the United States](#) - interactive digital atlas
- [GeoInquiries](#) - short, K-12, inquiry activities for teaching map-based content related to geography, government, US and World history
- [National Geographic MapMaker](#)

Civics

- [Civics Renewal Network](#)
- [iCivics](#)
- [NJ Center for Civic Education](#)
- [Educating for American Democracy](#)
- [NewseumED](#)

Elementary Lessons & Resources

- [Inquiry driven units and lessons](#) - Kindergarten-Grade 4 Inquiry Topics and Key Ideas
- [Project PLACE units](#) - project-based units focused on economics, geography, history and civics/government
- [KidCitizen](#) - students work with primary sources to explore government and civics
- [History's Mysteries](#) - History inquiry units

Middle School Lessons & Resources

- [Grades 5-8 Inquiry Topics and Key Ideas](#)
- [Casemaker - US History DBQ Challenges](#)
- [Mission US](#) - primary source based interactive virtual game

