

**The New Jersey Council for the Social Studies
Best Practices Curriculum
March 2019**

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The model below is a suggested guide to a “best practice” social studies curriculum. It was not developed as a definitive statement because we reflect the autonomy of each school district and understand and appreciate the demographic diversity of New Jersey. We encourage school district’s to fully comply with the requirements of the New Jersey Department of Education and the State Legislature, provide engaging lessons in all areas of social studies for K-12 students, meet the requirements of QSAC monitoring, and document student learning with quantitative and qualitative evidence.

[Primary or Elementary School Grades](#) (also appropriate for K-5)

The K-4 core content themes include learning outcomes that should be taught thematically and reinforced in more than one grade level. Districts should develop a matrix for where and how these learning outcomes should be taught and assessed. They include **Civics** (17), **Geography** (10), **Economics** (18) **History/Culture** (20) and NJ (9)

A best practice Social Studies curriculum for K-4 students should engage students in learning activities involving decision-making, problem-solving, making predictions, understanding perspectives, analyzing historical documents and primary source materials, and acquiring the skills for understanding spatial and chronological relationships. The NJCSS encourages the application of lesson development based on the [C-3 Framework](#), especially the foundational principles relating to inquiry and debate.

The C3 Framework presents the following four Dimensions: **1 Developing questions and planning inquiries; 2 Applying disciplinary concepts and tools; 3 Evaluating sources and using evidence;** and **4 Communicating conclusions and taking informed action.**

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

The **Amistad Commission** curriculum mandate includes learning outcomes on prejudice, race, diversity, **the** slave trade, slavery, civil rights, and the importance of the contributions and legacy of Dr. Martin Luther King, Jr. The spirit of the Amistad Commission recommendations for reading books aloud with students should be enthusiastically represented in Grades K-4 with opportunities for student discussion and presentations. <https://www.state.nj.us/education/amistad/resources/literacy.pdf>

The curriculum resources provided by the **NJ Holocaust Commission** should be enthusiastically integrated into each grade level as a significant unit(s) regarding the prevention of bullying and prejudice and appreciation for diversity and acceptance. <https://www.state.nj.us/education/holocaust/curriculum/>
<https://www.nj.gov/education/students/safety/behavior/hib/guidance.pdf> (pp.16-20)

Full implementation of Learning Outcome 6.3

Students are engaged in meaningful learning through research, application to real world context and personal experiences, argument, and presentation. The Learning Outcomes below are essential to a “Best Practice” model.

A. Civics, Government, Human Rights

- 6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- 6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 6.3.4.A.4 Communicate with students from various countries about common issues of public concern and possible solutions.

B. Geography, People and the Environment

- 6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

C. Economics, Innovation, and Technology

- 6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

D. History, Culture, and Perspectives

- 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

implementation of Standard 9.1 Financial Literacy: <https://www.state.nj.us/education/cccs/2014/career/91.pdf>

Recognition of important holidays and commemorations:

Commodore John Barry Day	Rev. Dr. Martin Luther King, Jr. Day
September 11 Day	Black History Month
Constitution Day	Presidents Day
United Nations Day	Women’s History Month
Election Day	Earth Day/Arbor Day
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Holocaust Remembrance Day	Human Rights Day

Curriculum Mapping for Skills (Districts should develop their own sequence and expand the examples below)

K-2: Interviews, timelines, understanding biographies, local history, computer search, introduction to maps, identification of states and countries, flags, etc.

Grade 3: Interpretation of audio and visual sources, explaining cause and effect, organizing information

Grade 4: Comparing and contrasting information, understanding different uses of maps, distinguishing between primary and secondary sources, local history, oral history, developing a works cited for a research project.

Grade 5: Introduction to research, historical documents, analyzing multiple sources of information on the same topic, and taking notes on documents and news reports

Curriculum themes for Grades K-4 should be determined by the local district with implementation of the above Learning Outcomes and Mandates. Examples of lesson plans should include Essential Questions, historical thinking, addressing the history, geography, and culture of New Jersey, evidence of learning, interdisciplinary resources, and the specific NJ Learning Outcomes.

Middle School

(We have identified Grades 5-8 to be consistent with the NJ Learning Outcomes and recognize that many districts identify middle school as Grades 6-8.)

A best practice curriculum in middle schools should emphasize **interdisciplinary** (Language Arts, music, art, humanities) and a semester of the **discipline-based subjects** of Civics (16 Learning Outcomes), Economics/Financial Literacy (13 Learning Outcomes), Geography (11 Learning Outcomes) and Global Issues, in addition to the requirements of the 48 learning outcomes in World History (pre-history-Middle Ages) and U.S. History (Colonial – Reconstruction). The mandated financial literacy learning outcomes should be integrated into the appropriate discipline-based subjects in Grades 6, 7, and 8, even when a district offers a semester or year course. The NJCSS endorses a semester course of Civics and Financial Literacy as part of the social studies curriculum in addition to fulfilling the requirements of the state mandate in each grade.

The NJCSS recommends that the sequence of teaching two years of **World History** in Grades 8-9 provides continuity for students in understanding the scope, sequence, and perspectives of world civilizations and provides a foundation for advanced AP/IB level courses in high school. The NJCSS recommends teaching U.S. History in either Grades 6 or 7 and at the high school level in Grade 10 and 11. The NJCSS recommends the teaching of Civics, Economics, Geography and Global Issues as an integral part of the middle school social studies curriculum in addition to World History (prehistory – Middle Ages) and U.S. History (Colonial – Reconstruction).

The middle school curriculum should include a high expectation for guided research, expository writing, analyzing historical and primary source documents, video and oral presentations, historical perspectives, problem-solving, decision-making, opportunities for oral history, and local and state competitions. (i.e. NJ History Day, Stock Market Game, Economics/Financial Literacy, Model United Nations, Project Citizen, Town Halls, Model Congress, VFW Young Patriots Pen, Debate, Geography Bee, participation in public history, etc.) The above are examples of appropriate activities and competitions for students and districts should decide which opportunities are appropriate.

Inquiry, historical thinking, analytical thinking, research and presentational writing should be taught developmentally by Grade 5. District curriculum should clearly identify benchmarks for students in each grade of middle school for writing information in letters/messages to public officials, point of view writing, presenting information in a blog, publishing a video documentary, and writing concise information statements appropriate for social media.

The NJCSS recommends an interdisciplinary and thematic approach for learning in the middle schools with multiple opportunities for every student to visit a museum, local historical site, meet with guest speakers from the community, participate in community service, attend or watch a local, state, or national public meeting, interact with students from another country or culture, and understand the role of one or more international organizations.

Curriculum Map for Skills

Grade 5: Introduction to research, historical documents, and taking notes on documents and news reports

Grade 6: Increased use of document-based analytical skills including court cases, documents with more than one perspective, biography, and use of data in charts, tables, and graphs.

Grade 7: Identification of a hypothesis and use of textual and data-based evidence to support claims and contextual accuracy.

Grade 8: Demonstration of ability to analyze scaffolded Document Based Questions (DBQs) and to write thesis-based essays in World History

Media Center resources should be comprehensively integrated into the social studies curriculum with data supporting student utilization of resources the district and public library provides in addition to independent online searches. Media Center resources should support NJ Standard 6.3, understanding of current events and global issues,

The mandates of the **Amistad Commission**, teaching the **Holocaust and Genocide**, **Financial Literacy**, and **Civics** should be clearly defined with data evidence on when and how they are taught and student understanding.

Amistad Commission – Slave Trade, Slavery, Slave revolts, Contributions of African Americans, Underground Railroad, Abolition, **Emancipation**

Holocaust/Genocide Commission – Native Americans, Trail of Tears, Immigration, Know Nothing Party, pogroms, ghettos, caste and class structures. Holocaust Remembrance Day activities.
<https://www.state.nj.us/education/holocaust/curriculum/>

Financial Literacy - Full implementation of Standard 9.1 Financial Literacy in Grades 6, 7 and 8.
<https://www.state.nj.us/education/cccs/2014/career/91.pdf> (budgeting, savings, credit, debt, insurance, investment)

Civics and Civic Engagement – Full implementation of a semester course with instruction and activities in the rule of law, rights and responsibilities of citizens, structure of the U.S. government, justice, public policy issues, and civic engagement. Recognize **Constitution Day**, **Veterans Day**, **Earth Day** with activities.

Full implementation of Learning Outcome 6.3:

A. Civics, Government, and Human Rights

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

B. Geography, People and the Environment

- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

C. Economics, Innovation, and Technology

- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

D. History, Culture, and Perspectives

- 6.3.8.D.1 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.

A possible sequence for the purpose of illustration.

Grade 5	Geography/Global Issues
Grade 6	Economics-Financial Literacy/Civics
Grade 7	U.S. History-NJ History
Grade 8	World History

Recognition of important holidays and commemorations:

Commodore John Barry Day	Rev. Dr. Martin Luther King, Jr. Day
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United Nations Day	Women’s History Month
Election Day	Earth Day/Arbor Day
Veterans Day	Memorial Day
Holocaust Remembrance Day	Human Rights Day

High School

A best practice curriculum in high schools needs to emphasize historical causation; patterns of continuity & change over time; periodization; comparison; contextualization; historical argumentation; appropriate use of relevant historical evidence; interpretation; and, synthesis. Electives should be available for students of all ability levels and interests. They should encourage all students to have an experience in both the cognitive (History, Government, Economics, Geography) and behavioral social sciences (Psychology, Sociology, Anthropology). A best practice social studies curriculum should provide formal (American Studies course) or multiple informal experiences for interdisciplinary discussions and experiences (seminars, field trips, interactions with college professors). There should be formal partnerships between the social studies department (or school district) and a college or university, local or state history museum or site, or national public policy organization.

Assessments should include **authentic assessments** based on independent research and presentation, essays, scaffolding of multiple documents, core content, and assessment for competency with the district's curriculum map for skills.

The high school social studies program should include relevant **clubs** (i.e. Rho Kappa Honor Society, History Club, Interact Club, Economics or Finance Club, etc.), **competitions** (i.e. Model UN, Mock Trial, Debate/Forensics, Euro Challenge, Fed Challenge, Voice of Democracy), and activities relating to 9/11, Constitution Day, Election Day, Veterans Day, Black History month, Women's History month, Dr. Martin Luther King, Jr. Day, Commodore John Barry Day, and Earth Day.

It is important that the district or department seek information from students, parents, and the community about their program and have a process for a **curriculum review** every 3-5 years. District curriculum and course offerings at the high school level should reflect the demographic profile of the community in the courses or other activities offered.

Curriculum Map for Skills

A best practice curriculum needs to include clearly stated skills that prepare high school students for college, careers, and engaged citizens. These include the sequential teaching and reinforcement of critical thinking, research, writing, the analysis of non-print material (i.e. graphs, charts, maps) determining the validity of evidence from different sources, discrimination of sources, presentations, community service, and civic engagement.

Media Center resources should be comprehensively integrated into the social studies curriculum with data supporting student utilization of resources the district and public library provides in addition to independent online searches. Media Center resources should support NJ Standard 6.3, understanding of current events and global issues,

The mandates of the Amistad Commission, teaching the Holocaust and Genocide, Financial Literacy, and Civics should be clearly defined with data evidence on when and how they are taught and student understanding.

Amistad Commission – Slave Trade, Slavery, Slave revolts, Contributions of African Americans, Underground Railroad, Abolition, Reconstruction Amendments, Civil Rights, Dr. Martin Luther King, Jr. Current issues. Black History month activities.

Holocaust/Genocide Commission – Holocaust, Nanking Massacre, Famines in Ireland and Ukraine, and genocides in Armenia, Cambodia, Balkans, Rwanda, and Darfur. <https://www.state.nj.us/education/holocaust/curriculum/>

Financial Literacy - Full implementation of Standard 9.1 Financial Literacy [If Financial Literacy is implemented through a different department, social studies should reinforce the learning outcomes where there are appropriate connections in the core content curriculum.] (i.e. impact of tariffs, taxes, banking on consumers, etc.) <https://www.state.nj.us/education/cccs/2014/career/91.pdf> (budgeting, savings, credit, debt, insurance, investment)

Civics and Civic Engagement – Full integration with instructional activities relating to the rule of law, rights and responsibilities of citizens, structure of the U.S. government, comparative world governments, system of justice, public policy issues, voting issues, constitutional amendments, U.S. debt and budget, and civic engagement in the required core content courses.

C3 Framework for Dimensional Learning

Dimension 1: the construction of disciplinary compelling and supporting questions

Dimension 2: the data sources, key concepts, and key strategies specific to each discipline

Dimension 3: the development of evidence-based claims

Dimension 4: the means of expression

Full implementation of Learning Outcome 6.3:

A. Civics, Government, and Human Rights

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People and the Environment

- 6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

C. Economics, Innovation, and Technology

- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

D. History, Culture, and Perspectives

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

The NJCSS recommends (optional) that districts consider the implementation of all or parts of the [Religious Studies Companion Document for the C3 Framework](#) at the high school level. The importance of understanding the four dimensions of religious studies provides a basic understanding of the core beliefs and practices of several of the world’s religious traditions and their historical and cultural contexts.

Recognition of important holidays and commemorations:

Commodore John Barry Day	Rev. Dr. Martin Luther King, Jr. Day
September 11 Day	Black History Month
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Election Day	Earth Day/Arbor Day
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A possible sequence for the purpose of illustration.

Grade 9	World History
Grade 10	U.S. History 1
Grade 11	U.S. History 2
Grade 12	Electives (Grades 9-12 or 10-12)

Regional High School Districts

A best practice curriculum in high schools needs to emphasize historical causation; patterns of continuity & change over time; periodization; comparison; contextualization; historical argumentation; appropriate use of relevant historical evidence; interpretation; and, synthesis. Electives should be available for students of all ability levels and interests. They should encourage all students to have an experience in both the cognitive (History, Government, Economics, Geography) and behavioral social sciences (Psychology, Sociology, Anthropology). A best practice social studies curriculum should provide formal (American Studies course) or multiple informal experiences for interdisciplinary discussions and experiences (seminars, field trips, interactions with college professors). There should be two or more formal partnerships between the social studies department (or school district) and a college or university, local or state history museum or site, or national public policy organization.

Assessments should include **authentic assessments** based on independent research and presentation, essays, scaffolding of multiple documents, core content, and assessment for competency with the district's curriculum map for skills.

The high school social studies program should include relevant **clubs** (i.e. Rho Kappa Honor Society, History Club, Interact Club, Economics or Finance Club), **competitions** (i.e. Model UN, Mock Trial, Debate/Forensics, Euro Challenge, Fed Challenge, Voice of Democracy), and activities relating to 911, Constitution Day, Election Day, Veterans Day, Black History month, Women's History month, Dr. Martin Luther King, Jr. Day, Commodore John Barry Day, and Earth Day.

It is important that the district or department seek information from students, parents, and the community about their program and have a process for a **curriculum review** every 3-5 years. District curriculum and course offerings at the high school level should reflect the demographic profile of the community in the courses or other activities offered.

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B. Geography, People and the Environment

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

C. Economics, Innovation, and Technology

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

D. History, Culture, and Perspectives

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

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The NJCSS recommends (optional) that districts consider the implementation of all or parts of the **Religious Studies Companion Document for the C3 Framework** at the high school level. The importance of understanding the four dimensions of religious studies provides a basic understanding of the core beliefs and practices of several of the world's religious traditions and their historical and cultural contexts.

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A possible sequence for the purpose of illustration.

Grade 9	World History
Grade 10	U.S. History 1
Grade 11	U.S. History 2
Grade 12	Electives (Grades 9-12 or 10-12)

Enhanced Study of Social Studies (OPTIONAL)

Consider providing a path for students to earn 30 credits through ten courses (the equivalent of a college major) in the social sciences. The opportunity should be provided within the parameters of the high school program with opportunities for receiving credit through online courses, courses at community colleges, and in seminars of 120 hours with certificated educators.

Grade 9	World History, Global Issues
Grade 10	U.S. History 1, Financial Literacy (2.5), Geography (2.5)
Grade 11	U.S. History 2, Civics/Government, Sociology
Grade 12	Economics, Psychology/European History, Comparative Religions/Anthropology

Small District (about 2,000 students)

New Jersey has several smaller districts based on population and lacking the economies of scale that regional or large urban districts may be able to offer. For example, the population of honors or gifted and talented students may be too small for a district to offer electives or advanced courses. In many smaller schools, the number of social studies teachers in a middle or high school department may be as small as five. We recognize that clubs, competitions, and elective courses may be difficult to sustain. However, after compliance with the state mandates, alternatives should be considered to provide every student with an equal and comprehensive educational experience in the social sciences.

Primary or Elementary School Grades (also appropriate for K-5)

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Curriculum Map for Skills

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The mandates of the Amistad Commission, teaching the Holocaust and Genocide, Financial Literacy, and Civics should be clearly defined with data evidence on when and how they are taught and student understanding.

Amistad Commission – Slave Trade, Slavery, Slave revolts, Contributions of African Americans, Underground Railroad, Abolition,

Holocaust/Genocide Commission – Native Americans, Trail of Tears, Immigration, Know Nothing Party, Pogroms, ghettos, caste and class structures. Holocaust Remembrance Day activities.
<https://www.state.nj.us/education/holocaust/curriculum/>

Financial Literacy - Full implementation of Standard 9.1 Financial Literacy in Grades 6, 7 and 8.
<https://www.state.nj.us/education/cccs/2014/career/91.pdf> (budgeting, savings, credit, debt, insurance, investment)

Civics and Civic Engagement – Full implementation of the proposed middle school curriculum for a semester course proposed by the NJ Center for Civic Education with instruction and activities in the rule of law, rights and responsibilities of citizens, structure of the U.S. government, justice, public policy issues, and civic engagement. Recognize **Constitution Day, Veterans Day, Earth Day** with activities.

Full implementation of Learning Outcome 6.3:

A. Civics, Government, and Human Rights

- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

B. Geography, People and the Environment

- 6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

C. Economics, Innovation, and Technology

- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

D. History, Culture, and Perspectives

- 6.3.8.D.1 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.

Full implementation of Standard 9.1 Financial Literacy: <https://www.state.nj.us/education/cccs/2014/career/91.pdf>

A possible sequence for the purpose of illustration.

Grade 5	Geography/Global Issues
Grade 6	Economics-Financial Literacy/Civics
Grade 7	U.S. History-NJ History
Grade 8	World History

Recognition of important holidays and commemorations:

Commodore John Barry Day	Rev. Dr. Martin Luther King, Jr. Day
September 11 Day	Black History Month
Constitution Day	Presidents Day
United Nations Day	Women’s History Month
Election Day	Earth Day/Arbor Day
Veterans Day	Memorial Day
Holocaust Remembrance Day	Human Rights Day

A best practice curriculum in high schools needs to emphasize historical causation; patterns of continuity & change over time; periodization; comparison; contextualization; historical argumentation; appropriate use of relevant historical evidence; interpretation; and, synthesis. Electives should be available for students of all ability levels and interests. They should encourage all students to have an experience in both the cognitive (History, Government, Economics, Geography) and behavioral social sciences (Psychology, Sociology, Anthropology). A best practice social studies curriculum should provide formal (American Studies course) or multiple informal experiences for interdisciplinary discussions and experiences (seminars, field trips, interactions with college professors). There should be two or more formal partnerships between the social studies department (or school district) and a college or university, local or state history museum or site, or national public policy organization.

Assessments should include **authentic assessments** based on independent research and presentation, essays, scaffolding of multiple documents, core content, and assessment for competency with the district’s curriculum map for skills.

The high school social studies program should include relevant **clubs** (i.e. Rho Kappa Honor Society, History Club, Interact Club, Economics or Finance Club), **competitions** (i.e. Model UN, Mock Trial, Debate/Forensics, Euro Challenge, Fed Challenge, Voice of Democracy), and activities relating to 911, Constitution Day, Election Day, Veterans Day, Black History month, Women’s History month, Dr. Martin Luther King, Jr. Day, Commodore John Barry Day, and Earth Day.

It is important that the district or department seek information from students, parents, and the community about their program and have a process for a **curriculum review** every 3-5 years. District curriculum and course offerings at the high school level should reflect the demographic profile of the community in the courses or other activities offered.

Media Center resources should be comprehensively integrated into the social studies curriculum with data supporting student utilization of resources the district and public library provides in addition to

independent online searches. Media Center resources should support NJ Standard 6.3, understanding of current events and global issues,

The mandates of the Amistad Commission, teaching the Holocaust and Genocide, Financial Literacy, and Civics should be clearly defined with data evidence on when and how they are taught and student understanding.

Amistad Commission – Slave Trade, Slavery, Slave revolts, Contributions of African Americans, Underground Railroad, Abolition, Reconstruction Amendments, Civil Rights, Dr. Martin Luther King, Jr. Current issues. Black History month activities.

Holocaust/Genocide Commission – Holocaust, Nanking Massacre, Famines in Ireland and Ukraine, and genocides in Armenia, Cambodia, Balkans, Rwanda, and Darfur.
<https://www.state.nj.us/education/holocaust/curriculum/>

Civics and Civic Engagement – Full implementation of the proposed middle school curriculum for a semester course proposed by the NJ Center for Civic Education with instruction and activities in the rule of law, rights and responsibilities of citizens, structure of the U.S. government, comparative world governments, justice, public policy issues, voting issues, constitutional amendments, U.S. debt and budget, and civic engagement.

C3 Framework for Dimensional Learning

Dimension 1: the construction of disciplinary compelling and supporting questions

Dimension 2: the data sources, key concepts, and key strategies specific to each discipline

Dimension 3: the development of evidence-based claims

Dimension 4: the means of expression

Full implementation of Learning Outcome 6.3:

A. Civics, Government, and Human Rights

- 6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

B. Geography, People and the Environment

- 6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

C. Economics, Innovation, and Technology

- 6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

D. History, Culture, and Perspectives

- 6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Full implementation of Standard 9.1 Financial Literacy (If this is not taught as part of the Social studies curriculum, the curriculum needs to be documented with interdisciplinary references to the relevant places in the social studies curriculum). <https://www.state.nj.us/education/cccs/2014/career/91.pdf>

The NJCSS recommends (optional) that districts consider the implementation of all or parts of the [Religious Studies Companion Document for the C3 Framework](#) at the high school level. The importance of understanding the four dimensions of religious studies provides a basic understanding of the core beliefs and practices of several of the world’s religious traditions and their historical and cultural contexts.

Recognition of important holidays and commemorations:

Comodore John Barry Day	Rev. Dr. Martin Luther King, Jr. Day
September 11 Day	Black History Month
Constitution Day	Presidents Day
United Nations Day	Women’s History Month
Election Day	Earth Day/Arbor Day
Veterans Day	Memorial Day
Holocaust Remembrance Day	Human Rights Day

A possible sequence for the purpose of illustration.

Grade 9	World History
Grade 10	U.S. History 1
Grade 11	U.S. History 2
Grade 12	Electives (Grades 9-12 or 10-12)

Community College Partnerships: Develop a partnership with the History Department or professors at a community college or four-year college in your area.

Gilder Lerner History Program: <https://www.gilderlehrman.org/content/affiliate-school-program>

The Affiliate School Program, free to all K–12 schools, is a unique gateway to education resources, events, and tools designed to bring American history to life in the classroom. Registration is easy and there are no hidden fees. [US Affiliate Schools by State](#)

Seminars: (Evenings, Saturdays, Vacation week) The equivalent of a full year course is 7,200 minutes. An innovative seminar experience might include after school or Saturday instruction combined with a field experience (New York or Philadelphia museums, Washington D.C., or at a presidential library).

- 2,400 minutes field experience (5 days x 8 hours)
- 1,800 minutes of instruction (15 days x 2 hours)
- 1,200 minutes of guided and independent research (20 hours)
- 600 minutes of essay assessments (5 assessments x 2 hours)
- 1,200 minutes of student presentations of capstone projects (5 days x 4 hours)

Online Course with arrangements with a retired social studies supervisor/teacher

Independent Study – Students develop an independent study based on 3,600 minutes with up to 40% of this time dedicated to guided and independent research with a faculty mentor and presentation to a committee. The presentation should involve a thesis-based project approved by the department supervisor and/or committee. Develop biweekly conferences to review student progress, authenticity, and understanding of the content of the project.

Resources from NJ Districts

The following New Jersey school districts have innovative curriculum components that you may use as a resource when considering revisions to your curriculum.

- Summit Public Schools- <https://www.summit.k12.nj.us/district/curriculum/k-5-curriculum>
- Monroe Township (Middlesex County)- <https://www.monroe.k12.nj.us/page/84>
- Ridgewood: <https://www.ridgewood.k12.nj.us/common/pages/DisplayFile.aspx?itemId=15391677>
- West-Windsor Plainsboro: Interdisciplinary Grade 8 Global Challenges Project http://www.west-windsor-plainsboro.k12.nj.us/departments/Curriculum/curriculum_documents
- Hillsborough Township: Replacing traditional finals with capstone projects featuring authentic audiences https://www.htps.us/curriculum_instruction/content_areas/social_studies/social_studies_curriculum
- Princeton: http://www.princetonk12.org/academics/curriculum/curriculum_overview
- Delran Public Schools: http://www.delranschools.com/UserFiles/Servers/Server_3013589/File/Barb%20Edwards/Delran%20Twp.%20K-12%20Social%20Studies%20Curriculum%20Map.pdf