



Draft 2020 New Jersey Student Learning Standards – Social Studies

Introduction

Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and

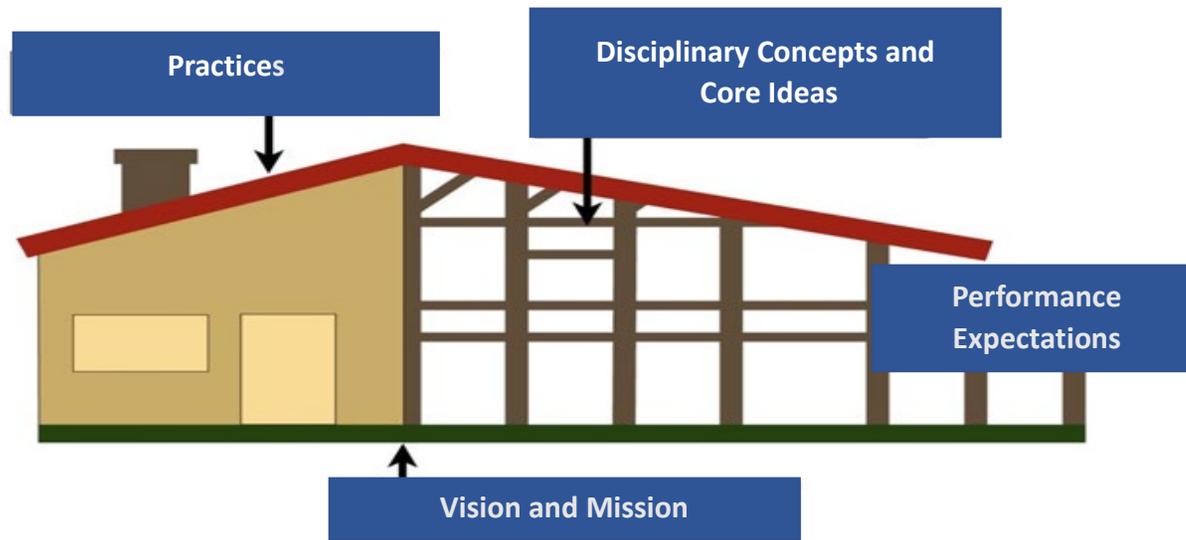
civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The New Jersey social studies standards reflect national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS – Social Studies (NJSLS-SS) is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.



In this diagram:

- The **Vision and Mission** serve as the foundation for each content areas’ standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The **Performance Expectations** are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.
- The **Disciplinary Concepts** and **Core Ideas** are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The **Practices** are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students’ learning of the disciplines.

Disciplinary Concepts

Civics, Government, and Human Rights: Civic and Political Institutions

The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Local community and government leaders have roles and responsibilities to provide services for their community members. • Together the citizens and government make rules for all to live by. • The actions of individuals and government affect decisions made for the common good. 	<ul style="list-style-type: none"> • In a representative democracy, individuals play a role in how government functions. • Government officials at various levels have different powers and responsibilities. 	<ul style="list-style-type: none"> • Political and civic institutions impact all aspects of people’s lives. • Governments have different structures which impact development (expansion) and civic participation. 	<ul style="list-style-type: none"> • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Constitutions, laws, treaties, and international agreements maintain national and international order. • Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.

Civics, Government, and Human Rights: Participation and Deliberation

Participation requires learning about public issues and determining how and when to take action to address them. Deliberation requires civic dispositions, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives that individuals should use when they interact with each other on public matters. Deliberation includes learning processes that enable citizens to engage in constructive, informed, and decisive dialogue about important public issues. Both participation and deliberation require an understanding of the diverse arguments regarding the underlying principles as well as founding documents and their meanings.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard. 	<ul style="list-style-type: none"> Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Civic participation and deliberation are essential characteristics of productive citizenship. Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.

Civics, Government, and Human Rights: Democratic Principles

Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, and freedom to make choices). 	<ul style="list-style-type: none"> Fundamental rights that allow democratic societies to function can be seen at all levels of government in society. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Democratic principles of rights, equality and freedom are commonly expressed in fundamental documents, values, laws, and practices. Social and political systems throughout time have promoted and denied civic virtues and democratic principles. Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and human rights.

Civics, Government, and Human Rights: Processes, Rules, and Laws

Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies actually work, which requires an understanding of political systems and defining and addressing public problems.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Rules and laws are established for our safety and well-being. • Ideal processes and rules are designed to be fair, consistent, and respectful of all people’s rights. 	<ul style="list-style-type: none"> • There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. 	<ul style="list-style-type: none"> • In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 	<ul style="list-style-type: none"> • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.

Civics, Government and Human Rights: Human and Civil Rights

Human rights are universal, inalienable and interdependent claims that derive from the inherent worth of every individual. They are the birthright of every human being regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. These universal rights are not granted by states or governments but are inherent to every person.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Individuals may be different, but all have the same basic human rights. 	<ul style="list-style-type: none"> • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. 	<ul style="list-style-type: none"> • Human and civil rights include political, social, economic, and cultural rights. • Human rights can be protected or abused in various societies. • Fundamental rights are derived from the inherent worth of every individual, which include civil, political, social, economic, and cultural rights. 	<ul style="list-style-type: none"> • Human and civil rights support the worth and dignity of the individual. • Human rights serve as a foundation for democratic beliefs and practices. • Governments around the world support universal human rights to varying degrees.

Civics, Government and Human Rights: Civic Mindedness

Civic-mindedness is grounded in democratic principles and promotes civic virtues. Responsible citizens are informed and thoughtful, participate in their communities, act politically, and embrace civic dispositions. Important civic dispositions for a democratic society include civility, open-mindedness, compromise, and toleration of diversity. In a democratic society, individuals show concern for others’ rights and welfare, fairness, trust in humanity and political systems, and a sense of public duty. The belief that one’s own actions - alone or in combination with others - can make a difference is closely related to democratic principles and participation.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Certain character traits can help individuals become productive members of their community. 	<ul style="list-style-type: none"> • Certain dispositions help individuals contribute to the health of American democracy. 	<ul style="list-style-type: none"> • The well-being of a democracy depends upon informed and effective participation of individuals committed civility, compromise, and toleration of diversity. 	<ul style="list-style-type: none"> • An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.

Geography, People and the Environment: Spatial Views of the World

Spatial views of the world focus on the creation of maps and use of geospatial technologies. Creating maps and other geographical representations is an essential and enduring part of seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems. Once maps or other representations are created, it prompts new questions concerning the locations, spaces, and patterns portrayed.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. 	<ul style="list-style-type: none"> • Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. 	<ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth’s surface. 	<ul style="list-style-type: none"> • Geographic representations display cultural and environmental spatial patterns. • Geographic data can be used to analyze spatial patterns. • Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

Geography, People and the Environment: Human Population Patterns

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth’s surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> Physical and human characteristics affect where people live (settle). People use goods from local and distant places to meet their daily needs. 	<ul style="list-style-type: none"> Regions form and change as a result of unique physical conditions, economies, and cultures. Patterns of settlement differ markedly from region to region, place to place, and time to time. The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition. 	<ul style="list-style-type: none"> The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. Relationships between humans and environments impact spatial patterns of settlement and movement. Global changes in population distribution patterns affect changes in land use in particular places. 	<ul style="list-style-type: none"> Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems. Spatial patterns and population movements impact climate, land use, and other environmental factors. Environmental and cultural characteristics of a place or region influence spatial patterns.

Geography, People and the Environment: Human Environment Interaction

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> Environmental characteristics influence how and where people live. 	<ul style="list-style-type: none"> Environmental and cultural characteristics influence where and how people live. Human activity affects the cultural and environmental characteristics of places and regions. Cultural and environmental characteristics change over time. 	<ul style="list-style-type: none"> Cultural patterns and economic decisions influence environments and the daily lives of people. The physical and human characteristics of places and regions are connected to human identities and cultures. 	<ul style="list-style-type: none"> Human and physical systems are in constant interaction and have a reciprocal influence on one another. Human settlement activities impact the environmental and cultural characteristics of specific places and regions. Political and economic decisions throughout time

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
			have influenced cultural and environmental characteristics. <ul style="list-style-type: none"> • Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Geography, People and the Environment: Global Interconnections

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Global interconnections occur in both human and physical systems. 	<ul style="list-style-type: none"> • Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues. 	<ul style="list-style-type: none"> • Cultural and environmental practices impact the geography of an area. • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. 	<ul style="list-style-type: none"> • Global interconnections create complex spatial patterns at multiple scales that continue to change over time. • Changes in the environmental and cultural characteristics of a place or region influence spatial patterns. • Human-made and natural catastrophes impact global trade, politics, and human migration.

Economics, Innovation and Technology: Economic Ways of Thinking

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision-making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Effective decision-making skills can help when individuals and governments make economic decisions (e.g., saving, spending, acquiring debt, investing). 	<ul style="list-style-type: none"> • Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources. 	<ul style="list-style-type: none"> • Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. 	<ul style="list-style-type: none"> • Resources impact what is produced and employment opportunities. • Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production. • Incentives influence choices which result in policy changes. • Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g. Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman, etc.).

Economics, Innovation and Technology: Exchange and Markets

Exchange is when people voluntarily exchange goods and services and expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Goods and services are produced and exchanged in multiple ways. 	<ul style="list-style-type: none"> • The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. • The exchange of goods and services can have negative and positive effects. 	<ul style="list-style-type: none"> • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade. • Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. 	<ul style="list-style-type: none"> • Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost. • The specialization of labor leads to greater efficiency in the means of production and

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		<ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services. • Competition among sellers and buyers exists in specific markets. 	<p>the circular flow of goods and services between markets through a medium of exchange.</p> <ul style="list-style-type: none"> • Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities. • Incentives influence what is distributed and produced in a market system.

Economics, Innovation and Technology: National Economy

The national economy includes studying how the changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. (Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances.)

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • The availability of resources influences current and future economic conditions. • Governments play an economic role in the lives of individuals and communities. 	<ul style="list-style-type: none"> • The government uses a variety of tools to pay for the goods and services that it provides to individuals and communities. • A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. 	<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • The production and consumption of goods and services influence economic growth, well-being and quality of life. 	<ul style="list-style-type: none"> • Multiple economic indicators are used to measure the health of an economy. • Governments and financial institutions influence monetary and fiscal policies. • Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Economics, Innovation and Technology: Global Economy

The global economy is the system of trade and industry across the world that has emerged due to globalization. Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • There are benefits to trading goods and services with other countries. 	<ul style="list-style-type: none"> • Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation. 	<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. • Economic interdependence is impacted by increased specialization and trade. 	<ul style="list-style-type: none"> • Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely. • Economic globalization affects economic growth, labor markets, rights of citizens, the environment, resource allocation, income distribution, and culture.

History, Culture, and Perspectives: Continuity and Change

Change and continuity over time require assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, bringing together political, economic, intellectual, social, cultural and other factors. Understanding the interrelation of patterns of change requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Historical timelines put events in chronological order to help people understand the past. • Understanding the past helps to make sense of the present. 	<ul style="list-style-type: none"> • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today. 	<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. • Political, economic, social, and cultural factors both 	<ul style="list-style-type: none"> • Chronological sequencing serves as a tool for analyzing past and present events. • Historical events and developments were shaped by the unique circumstances of

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
		change and stay the same over time. <ul style="list-style-type: none"> • Historical events may have single, multiple, direct and indirect causes and effects. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	time and place as well as broader historical contexts. <ul style="list-style-type: none"> • There are multiple and complex causes and effects of historical events. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

History, Culture, and Perspectives: Understanding Perspectives

Understanding perspectives requires recognizing the multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question. One must recognize that perspectives change over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today. Analyzing perspectives requires understanding how historical contexts shape people’s perspectives.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Two people can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. 	<ul style="list-style-type: none"> • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures. • Events may be viewed differently based on one's perspective. • Historical records are shaped by the society that the creator lived in. 	<ul style="list-style-type: none"> • An individual’s perspective is impacted by one’s background and experiences. • Perspectives change over time. • Historical contexts and events shaped and continue to shape people’s perspectives. • The perspectives of people in the present shape interpretations of the past. 	<ul style="list-style-type: none"> • To better understand the historical perspective, one must consider historical context. • Complex interacting factors influence people’s perspective.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Historical sourcing and evidence are based on a review of materials and sources from the past. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry. Determining the values and limitations of sources is a process that involves taking into account features of the source itself, such as its creator, date, purpose, and content in order to assess the validity and reliability of the source.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • The nature of history involves stories of the past preserved in a variety of sources. • Historians analyze accounts of history through a variety of sources, including differing accounts of the same event. 	<ul style="list-style-type: none"> • There are a variety of sources that help us understand the past. • Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources. 	<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. • Examining historical sources may answer questions but may also lead to more questions. • Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. 	<ul style="list-style-type: none"> • Historical sources and evidence provide an understanding of different points of view about historical events. • Determining the validity of sources is critical to analyzing historic events.

History, Culture, and Perspectives: Claims and Argumentation

Claims are statements, potentially arguable, about what is valid/true and about what should be done or believed. Claims can address issues of change over time, the relevance of sources, the perspectives of those involved and many other topics. Claims must be based on evidence. Argumentation is a social process of two or more people(s) making arguments, responding to one another and modifying or defending their positions accordingly. Arguments are claims backed by reasons that are supported by evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
<ul style="list-style-type: none"> • Historians create arguments outlining ideas or explanations based on evidence. 	<ul style="list-style-type: none"> • Historians use evidence from multiple sources to support their claims and arguments about the past. 	<ul style="list-style-type: none"> • Historians analyze claims within sources for perspective and validity. • Historians develop arguments using evidence from multiple relevant historical sources. 	<ul style="list-style-type: none"> • Historical claims and arguments are based on multiple sources. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	<p>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.</p> <p>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.</p>
Gathering and Evaluating Sources	<p>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.</p>
Seeking Diverse Perspectives	<p>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.</p>
Developing Claims and Using Evidence	<p>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.</p>
Presenting Arguments and Explanations	<p>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.</p>
Engaging in Civil Discourse and Critiquing Conclusions	<p>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.</p>

Practice	Description
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.

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, address 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.

Structure of the NJSLS-SS

The organization and content of the 2020 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires 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 studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- Standard 6.1 U.S. History: America in the World applies to grades K-12; at the K-5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alpha-numeric code.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alpha-numeric code.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades K-12; at the K-5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alpha-numeric code.

The **core ideas** are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The **performance expectations** describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

Civics, Government and Human Rights (Civics)

Civic and Political Institutions (PI)

Participation and Deliberation (PD)

Democratic Principles (DP)

Processes, Rules and Laws (PR)

Human and Civil Rights (HR)

Civic Mindedness (CM)

Geography, People and the Environment (Geo)

Spatial Views of the World (SV)

Human Population Patterns (PP)

Human Environment Interaction (HE)

Global Interconnections (GI)

Economics, Innovation and Technology (Econ)

Economic Ways of Thinking (ET)

Exchanges and Markets (EM)

National Economy (NE)

Global Economy (GE)

History, Culture and Perspectives (History)

Continuity and Change (CC)

Understanding Perspectives (UP)

Historical Sourcing and Evidence (SE)

Claims and Argumentation (CA)

For standards 6.1, grades K-5, and for standard 6.3, all grades, the performance expectation code should be interpreted as follows (e.g., 6.1.2.CivicsCP.1):

6.1	2	CivicsCP	1
Standard number	By the end of grade	Strand Disciplinary Concept	Performance Expectation

For standards 6.1 and 6.2, grades 6-12, the inclusion of the era impacts the coding of each performance expectation as follows ((e.g., 6.1.2.CivicsCP.3.1):

6.1	8	CivicsCP	3	a
Standard number	By the end of grade	Strand / Disciplinary Concept	Era	Performance Expectation

New Jersey Legislative Statutes and Administrative Code

[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:35-1,2](#) 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](#).

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