

# ***NJ Social Studies Network News***

*A Publication of the New Jersey Council for the Social Studies*

**June 2017**

A print copy is available on our website, [www.njcss.org](http://www.njcss.org)

**Renew Your NJCSS Membership for 2017-18 Now!**

**Only \$25!**

**Pay by PayPal, Check, Purchase Order**



Some districts prefer to pay in the current school year if funds are still available. You can still register for both membership and the Fall Conference for \$80. Payment now helps the NJCSS over the summer months.

**Vote today for your NJCSS Board of Directors!**

## **For Students**

### ***Project Citizen***

**Project Citizen** is a project-based program for students to learn how to interact as responsible citizens with government agencies to effect change. There is an annual state digital showcase of the student work. The most highly rated middle and high school projects are sent to the National **Project Citizen** Showcase held in July. Teachers are invited to send digital portfolios reflecting the work of their middle or high school class identifying, researching, and promoting a solution to a local or state public policy issue. Digital portfolios should be sent to [agardner@njclre.rutgers.edu](mailto:agardner@njclre.rutgers.edu). The deadline for sending **Project Citizen** digital portfolios is **June 1, 2017**.

For additional information, including **Project Citizen** portfolios from prior years, go to <http://civiced.rutgers.edu/projectcitizen.html>. To answer any questions, send an email to Arlene Gardner at [agardner@njclre.rutgers.edu](mailto:agardner@njclre.rutgers.edu) or call 848-445-3413.

**2017 International Essay Contest for Young People:** The Goi Peace Foundation organizes an annual essay contest as part of UNESCO's Global Action Programme on Education for Sustainable Development. This year's theme is "learning from nature." **Deadline: June 15, 2017**

## **NJCSS Student Recognition Awards for 2017**

**Deadline: September 30, 2017**

**Middle and High School - 3 awards**

**College/University - 2 awards**

**Students who are selected as finalists receive a plaque**

## **Professional Development**

### **Conferences**

**June 22-24 - WHA - Boston, MA**

**June 28-30 - Psychology - Clark Univ. Worcester, MA**

**July 9-14 - APA Summit, Weber State Univ. Ogden, UT**

**October 6-7 - Financial Literacy & Economic Education Conference, NYC Marriott at the Brooklyn Bridge**

### **October 23 - NJCSS - Rutgers**

**Nov. 15-19 - NCSS - San Francisco, CA**

**April 19-21 - NCHE - San Antonio, TX**

### **NJCSS Elections are Coming!**

The ballot is on our website on the page for 'Members Access.'  
Use the ID we sent you with your Membership Card and Password to vote.  
Contact [hank.bitten@rutgers.edu](mailto:hank.bitten@rutgers.edu) if you forgot your ID and password.

## **NJCSS Fall Conference for K-12 Teachers**

Monday, October 23, 2017

Rutgers University - Busch Student Center

**Call for Proposals: Deadline is June 20, 2017**

[Register Today](#)

[Exhibitors Invited](#)

## **National Council for the Social Studies**

Join or Renew: [www.socialstudies.org](http://www.socialstudies.org)

Membership includes your choice of *Social Education* or *Social Studies and the Young Learner*, plus *The Social Studies Professional* newsletter; NCSS Annual Conference discounts, access to NCSS online publications (PDF copies of NCSS journals, *TSSP* newsletter, Middle Level Learning, and U.S. History Collection), and NCSS Bulletins.

## **Myth, Memory, and Monuments**

NCHE 2018 (K-12 and University) Conference Theme  
Call for Proposals - Deadline is October 16, 2017

<http://www.nche.net/2018proposalsubmission>

## **Master Teacher Institute in Holocaust Education**

### **Professional Development for Middle and High School Teacher**

Sponsored by the New Jersey Commission on Holocaust Education P.O. Box 500 Trenton, NJ 08625

Summer 2017 Mini Course

June 26 - 30, 2017

Rutgers University

Bildner Center

New Brunswick, NJ

<http://www.nj.gov/education/holocaust/programs/workshops/06263017Master.pdf>

609-292-9274, 609-633-8599 (FAX)

[holocaust@doe.state.nj.us](mailto:holocaust@doe.state.nj.us)

## **Addressing Islamophobia in K-12 Education**

**June 27-28, 2017**

**9:00 A.M. - 3:00 P.M.**

**Camden County College - Blackwood Campus**

**Connector Building - Room 101 and 105**

Teachers are eligible to receive a stipend of \$150 with the submission of a lesson plan, PD credit, and instructional materials from the Brown University Choices Program

**Contact:** [vconcordia@camdencc.edu](mailto:vconcordia@camdencc.edu) | 856-227-7200 x 43333

## **The Ford's Theatre**

Ford's Theatre, 511 Tenth Street, NW, Washington, DC 20004

**TEACH HISTORY WITH LINCOLN'S SPEECHES**

### **LINCOLN ONLINE ORATORY PROJECT**

Participating classrooms study a speech by Abraham Lincoln, record a class performance and then send us the video to upload on the Ford's YouTube channel. But that's not all! Our teaching artists help your students to learn public-speaking skills and offer guidance about staging the performance. Through this unique program, your classroom will bring history to life. **Applications are due September 15, 2017.**

### **NATIONAL ORATORY FELLOWSHIP**

As a National Oratory Fellow, you'll work all year with a Ford's Theatre Teaching Artist and other Fellows to integrate public-speaking into your curriculum using primary sources, our own public speaking framework and original speechwriting. Build your students' (and your own) confidence and capacity in our National Oratory Fellows program.

## Resources for Teachers

### Shaping Our Identity: The Influence of Narratives on our Understanding of the Holocaust and Social Justice

July 10-14, 2017

Brookdale Community College, Lincroft, NJ

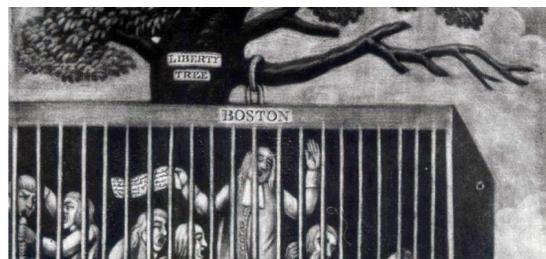
[https://drive.google.com/file/d/0B6dq\\_yxHCjhMTBUcERmTTFWbkh2M3hiUTVtT2dMYW5ZODE4/view](https://drive.google.com/file/d/0B6dq_yxHCjhMTBUcERmTTFWbkh2M3hiUTVtT2dMYW5ZODE4/view)

### Classroom Resources

#### Taxes, Tea, and Tyranny - Videos and Lesson Plans



Though Americans protested British taxation for nearly ten years, the Boston Tea Party in 1773 was the final spark that united the colonies against Great Britain.



#### The Bostonians in Distress - Primary Source Analysis

This print appeared in a London newspaper on November 19, 1774, shortly after the Boston Tea Party. The print provides a unique perspective on British attitudes toward colonial rebellion.

#### Fall Workshops

This Fall, the Center for Teaching, Learning, and Leadership at **The Colonial Williamsburg Foundation** is offering three weekend workshops. Sign up for our interest form today to be notified when registration opens for these workshops. Scholarships will be available.



***My Life, My Work, My Home: October 8-9: (Columbus Day weekend)*** What was it like to live in colonial America? Compare and contrast how people in the various levels of 18th-century society lived, worked, and played. Through hands-on experiences in Colonial Williamsburg's Historic Area and guiding analysis of primary and secondary sources, gain a deeper understanding of life in this colonial capital city.



***As Above, So Below: October 21-22 (Weekend)***: Buildings can be great primary sources! Historic buildings show us how people lived and what they valued. When those structures are gone, we can look below the ground to discover the pieces left behind. Discover how Colonial Williamsburg uses existing architecture, archaeology, and primary sources to recreate the past.



***Purposeful Play: November 11-12: (Veterans Day weekend)*** How did children of the past entertain themselves and learn through play? Participate in some of the amusements of 18th- and 19th-century children and discover how to incorporate purposeful play into your classroom.

## **At The Morris Museum**

### **The Stars Tell the Story: American Flags from the Morris Museum Collection**

Featuring over 60 American flags dating from the birth of the country through the present day, *The Stars Tell the Story* will explore how the American flag has voiced our nation's history, culture, and involvement in world events.

## Math in the Real World Economics!

We have collection of over 20 free lesson plans (gr. 9-12) all about Math in the Real World. This collection brings together the expertise of math and economics teachers to create interdisciplinary lessons that emphasize the use of math to teach important personal finance and economic concepts. <http://www.econedlink.org/topics/7>

Analyzing the Business Cycle with Piecewise Functions  
Break-Even Analysis  
Buy and Hold: A Stock Market Simulation  
Compound Interest  
Deriving Marginalism  
Distribution of Income  
How Expensive are Payday Loans?  
Inflation and Unemployment - Is There a Correlation?  
The Mathematics Behind Progressive, Regressive, and  
Using Systems of Equations with Supply and Demand Application  
Who Bears the Burden When a Tax Is Imposed on a Good?  
View all lesson plans

## Mini DBQs in Economics

[The DBQ Project](#) is excited to announce its newest title, **Mini-Qs in Economics!** We are thrilled and honored to have **Dr. Kathy Swan** and **Dr. Ryan Crowley** of the University of Kentucky as the authors and driving force behind the collaboration. Their work on the C3 Framework, inquiry, and equity in the social studies classroom is well-known.

- **Does GDP Tell the Right Story?**
- **Is College Worth it?**
- **Are Corn Subsidies a Good Idea?**
- **Economic Inequality**
- **Fixing the Economy: Reagan**
- **Fixing the Economy: Obama**
- **Businesses and Food Waste**
- **Food Waste in Schools**
- **Is the Fed Good for America?**
- **The National Debt**

## Resources From the Ford's Theatre

Ford's Theatre, 511 Tenth Street, NW, Washington, DC 20004

### Distance Learning - VIRTUAL INVESTIGATION: DETECTIVE MCDEVITT

As Detective McDevitt's deputies, students will revisit sites and reexamine clues from April 14, 1865. This live program uses primary source images and interaction with historical characters. Available year-round, it is recommended for Grades 3 and up as well as life-long learners.

## PBS LEARNING MEDIA

We're expanding our resources to other platforms so you can find us in more places! Watch Lead Teaching Artist Jennie Eng demonstrate how easy and powerful it can be to incorporate theatre games into your classroom. These are great ways to keep students energized as you near the end of the school year.

## Christa McAuliffe \$25,000 Grant

Apply for the Christa McAuliffe grant to enhance your classroom or boost projects that showcase your students' work. The purpose of the \$2,500 grant is to help a social studies educator make his or her dream of innovative social studies a reality. Grants will be given to assist classroom teachers in: 1) developing and implementing imaginative, innovative, and illustrative social studies teaching strategies; and 2) supporting student implementation of innovative social studies, citizenship projects, field experiences, and community connections.

## The Big History Project for Middle and High School Students



Are you looking for a course that is engaging for both you and your students? The **Big History Project** consists of 13.8 billion years of history told through dynamic videos, animations, articles, and classroom activities targeting middle- and high-school students. A free course created by teachers, for teachers, the Big History Project is proven to help students to engage with challenging content and improve writing. Aligned with C3 and the CCSS, the skills developed have even been shown to help improve student inquiry skills and writing. With a rich set of materials, the course includes a free teacher professional development course and online community as well as a free formative essay scoring service.

Please join us for a brief cohort meeting on **Tuesday June 6<sup>th</sup> at 4:30 PM in the Somerville High School Conference Room**. The Big History Project has worked with the Hunterdon and Somerset County Social Studies Supervisor Group, as well as the County Offices, to create this cohort to support teachers while teaching the course.

Please RSVP to Mike Skomba at [mskomba@somervilleschools.org](mailto:mskomba@somervilleschools.org) and also indicate if you're available for a sponsored social event following the meeting.

## Summer Programs

### American Institute for Economic Research

Teach the Teachers

June 20-22, 2017

St. Louis Federal Reserve Bank

#### Topics for the Summer 2017 program

*Money and Inflation* – The relationship between money and prices, and the impact of inflation on income and wealth.

*Business Cycles and Unemployment* – Fluctuations in a nation's overall levels of income and GDP as it reflects the state of the economy.

*Government and the Economy* – Understanding the impact of government budget, fiscal policy, public goods, and externalities on everyday life. **Information and Registration:** <https://www.aier.org/teach-teachers>

## Founders Fellowship Seminars

***Manifest Destiny and Western Expansion*** (July 10-14, 2017)

***First Amendment of the Constitution*** (July 24-28, 2017)

Seminars are for Social Studies teachers in Grades 7-12. Contact the **Bill of Rights Institute** for information.

<https://www.billofrightsinstitute.org/educate/educator-programs-events/foundersfellowship/>

## Summer Programs sponsored by The Choices Program at Brown University

[http://choices.edu/pd/summer.php?mc\\_cid=820b44db6e&mc\\_eid=ab39401034](http://choices.edu/pd/summer.php?mc_cid=820b44db6e&mc_eid=ab39401034)

***Engaging Students in Inquiry and Discussion on International Issues*** - June 26-28, 2017 - Tabor Academy, Marion, MA

Cost: \$250 per person, includes all meals and materials from the opening reception on the 26th through the 28th. \$350 per person to attend the introductory preconference session on the 26th, and all materials and meals on the 27 and 28th. Housing available for \$45/night.

***Brazil, Cuba, Mexico: Bringing Latin America Into the Classroom*** - June 29-30, 2017 - Brown University, Providence, RI

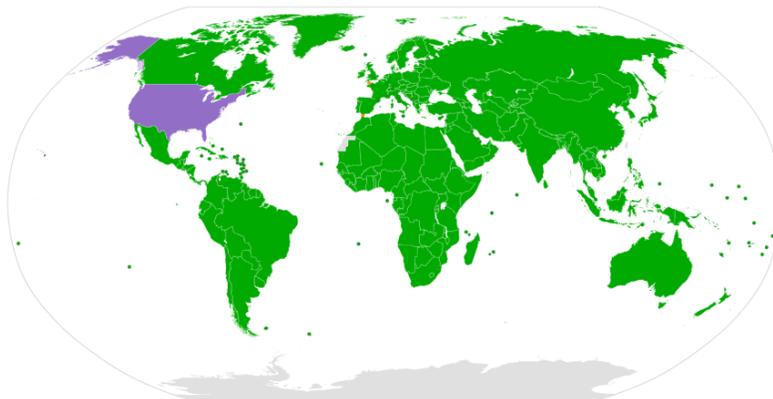
Cost: \$195 per person. The program includes content presentations by Brown faculty members and curricular workshops on three Choices curriculum units: Brazil: A History of Change; Caught Between Two Worlds: Mexico at a Crossroads; and History, Revolution and Reform: New Directions for Cuba. (Units are provided.)

***Exploring the Choices Approach to Contested Issues*** - July 10-12, 2017 - Chapel Hill, NC

Cost: \$195 per person. Become a Choices Workshop Leader! Exploring the Choices Approach to Contested Issues will prepare you to lead introductory Choices workshops for classroom educators or pre-service teachers. While the program is open to all educators and Methods Professors, we are especially looking for dynamic teacher leaders from the Southeast. More information coming soon.

## Focus on Civics

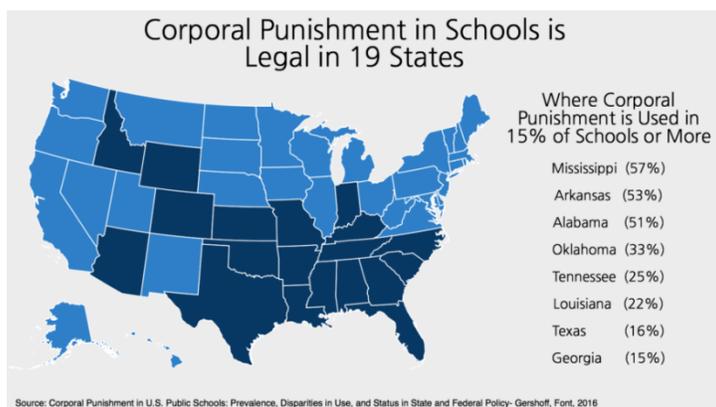
### Treaty on the Rights of the Child



Source: [UN Convention on the Rights of the Child](#) at Wikisource

The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989. It came into force on 2 September 1990, after it was ratified by the required number of nations. Currently, 196 countries are party to it, including every member of the United Nations **except** the [United States](#).

*One reason the United States has not ratified the Convention is corporal punishment in schools and the authority of the right to discipline children who are home schooled or in religious education schools. In 1977 the U.S. Supreme Court upheld the legality of corporal punishment in schools in *Ingraham v. Wright*.*



### **Article 2**

States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

### **Article 19**

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

### **Article 37**

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age.

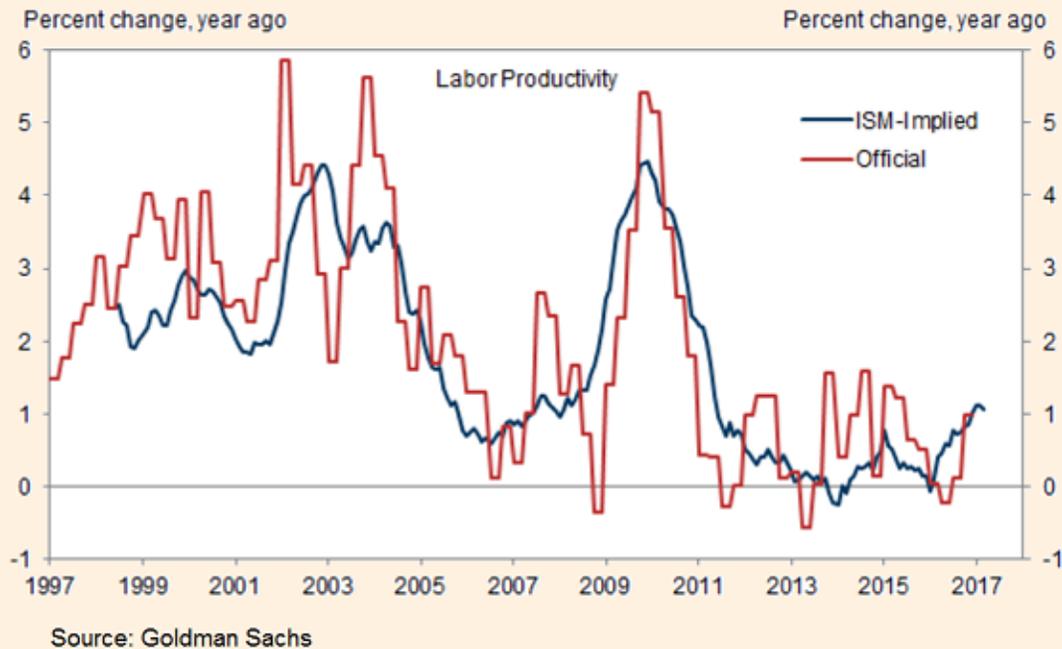
## **Focus on Economics**

### **The Importance of the Classroom Teacher to Productivity in the Economy**

WASHINGTON—"U.S. worker productivity advanced for the second straight quarter to end 2016 after an extended downward trend. Nonfarm business productivity, measured as the goods and services produced by American workers per hour, **increased at a seasonally adjusted 1.3% rate in the fourth quarter.**"

**Increase in labor specialization:** When the labor force gains more human capital, including skills and general knowledge, producers gain the tools to make more goods and provide more services. **It's one reason why education reform is so important.**

## Better US Productivity Growth Confirmed By ISM Data



Productivity is an important factor for economic growth and higher wages. Education, health, motivation, research, entrepreneurial ability and investment in capital goods have an impact on the ability of workers to work efficiently to increase their output. One problem currently facing the U.S. economy is that many businesses invest their money outside of the United States to avoid paying taxes on their profits. Businesses are currently investing less in new equipment or technology than in the years on the graph when productivity was three percent or higher. Economists want productivity to increase faster than the GDP. Currently, they are about equal.

Think of ways your students can improve their grades by one or two percent each marking period or how you might be able to grade more papers in less time or teach more students and improve their test scores. These are measures of productivity, although it is easier to count the number of coffee cups served in one hour or by one worker.

This is the challenge for every economy - to produce more in less time! As companies make more profit through the increased capacity of their workers, the profits are returned to their workers - in theory and hopefully in salary!

### Focus on U.S. History

## Federal-Aid Highway Act of 1956

**Democracy and Infrastructure - One of the most important pieces of legislation in the 20<sup>th</sup> century!**

President Dwight D. Eisenhower, who took office on January 20, 1953, understood the value of roads.

On July 12, 1954, he laid the challenge before the Nation's Governors, who were meeting at Bolton Landing along Lake George in New York. When a death in the family prevented Eisenhower from attending, Vice President Richard M. Nixon took his place in asking the Governors to help the President devise a grand plan for a properly articulated system of highways. Each level of government would upgrade its roads to overcome the "appalling inadequacies" of the Nation's highway network, with the Federal focus on the National System of Interstate Highways.

President Eisenhower asked his friend and advisor, General Lucius D. Clay (U.S. Army, retired), to head a committee to develop a Federal response to the challenge. Based on estimates prepared by the BPR for the 37,681 miles designated in 1947, the Clay Committee believed the 40,000-mile Interstate System would cost \$27 billion, with \$23 billion of that amount for the rural segments.

On February 22, 1955, President Eisenhower submitted the Clay Committee's report to Congress along with legislative proposals. "Our unity as a nation," he said, depended on "individual and commercial movement over a vast system of interconnected highways crisscrossing the country and joining at our national borders with friendly neighbors to the north and south."

The Clay plan was a flop. Even the President's Republican allies in Congress gave only token support to the plan, which tied up the gas tax for 30 years to repay the bonds, including \$12 billion in interest. As Congress searched for an alternative financing plan in 1955, the highway-related interests that supported the Interstate System agreed on only one thing—they didn't want to pay for it.

Legislation failed in 1955 because of the financing issue, but over the winter, supporters realized they would have to compromise to get the highways they wanted. With tax compromises in place, the final bill moved through Congress with little controversy in 1956. At the suggestion of Secretary of the Treasury George Humphrey, Boggs used the Social Security Trust Fund as a model for the Highway Trust Fund. Revenue from taxes on highway user products would be credited to the Highway Trust Fund for use exclusively on the Interstate System and other Federal-aid highway and bridge projects.

On June 26, the Senate approved the bill 89 to 1, with Senator Russell Long (D-La.) voting against it because he opposed a provision increasing the gas tax to 3 cents. The House approved the bill on a voice vote.

Having fought for this bill, President Eisenhower would be denied a signing ceremony. He was at Walter Reed Army Medical Center following emergency surgery for an intestinal ailment. June 29, his last full day in the hospital, the President was given a stack of bills, including the Federal-Aid Highway Act of 1956, to sign. Without fanfare, a photograph, or a statement, he signed the legislation and was, according to Press Secretary James C. Hagerty, "highly pleased."

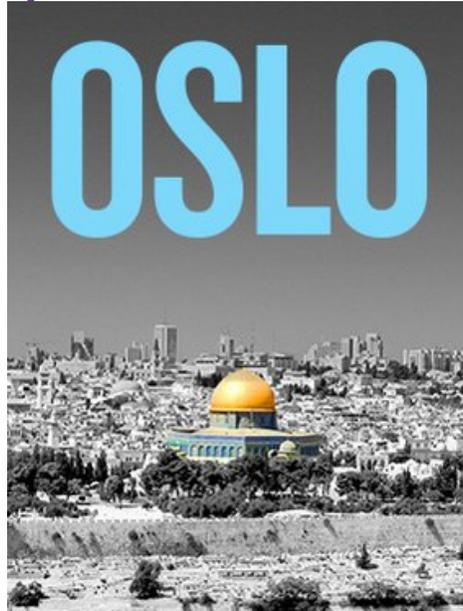
<https://www.fhwa.dot.gov/infrastructure/50interstate.cfm>



How did the Interstate Highway System Affect New Jersey?

## Focus on World History

### Oslo - A new play on the 1993 Peace Accord at Lincoln Center



**September 13, 1993** - This was an historic turning point in Arab-Israeli relations. Hammered out in complete secrecy in Oslo, Norway, by Israeli and Palestinian negotiators acting without intermediaries, the Oslo Accord forced both sides to come to terms with each other's existence. Israel agreed to recognize Yasser Arafat as its partner in peace talks, and agreed to recognize Palestinian autonomy in the West Bank and Gaza Strip by beginning to withdraw from the cities of Gaza and Jericho -- essentially exchanging land for peace. The Palestinians in turn recognized Israel's right to exist while also renouncing the use of terrorism and its long-held call for Israel's destruction. (A year later, Israeli Prime Minister Yitzhak Rabin, Foreign Minister Shimon Peres, and Yasser Arafat were awarded the Nobel Peace Prize for their roles in the Oslo accord.)

Oslo sketched out a peace process with a two-phase timetable. During a five-year interim period, Oslo envisioned a series of step-by-step measures to build trust and partnership. Palestinians would police the territories they controlled, cooperate with Israel in the fight against terrorism, and amend those sections of the Palestine Liberation Organization (PLO) charter that called for Israel's destruction. Israel would withdraw almost entirely from Gaza, and in stages from parts of the West Bank. An elected Palestinian Authority would take over governance of the territories from which Israel withdrew.

#### **Why did it fail? What are the chances for a new peace process today?**

The Palestinian Islamist movement Hamas dropped its longstanding call for Israel's destruction in a revised charter on May 1, 2017. Below is a timeline of key moments in relations between Hamas, Israel and other Palestinian factions.

**1987:** Hamas is founded during the first intifada, or Palestinian uprising, as an offshoot of Egypt's Muslim Brotherhood. In its charter the following year, the group called for Israel's destruction.

**1993:** In the wake of first Oslo Accord signed between Israel and the Palestine Liberation Organization, Hamas rejects the notion of the peace process and vows to continued armed resistance.

**1994-1997:** Hamas claims responsibility for a series of suicide bombings that target buses, commercial streets and markets in cities across Israel. The attacks undermine the Oslo peace process.

**2000:** After the PLO and Israel fail to sign a peace agreement, Palestinians launch a second intifada. Hamas organizes suicide bombings and other attacks against Israel.

**2006:** Hamas wins Palestinian parliamentary elections but fails to reach a power-sharing deal with Palestinian Authority leader Mahmoud Abbas and his Fatah party.

**2007:** Fatah and Hamas enter a conflict over control of the Palestinian territories. Hamas takes control of the Gaza Strip, and the Fatah-led Authority stays in power in the West Bank. Israel restricts goods and people moving in and out of Gaza.

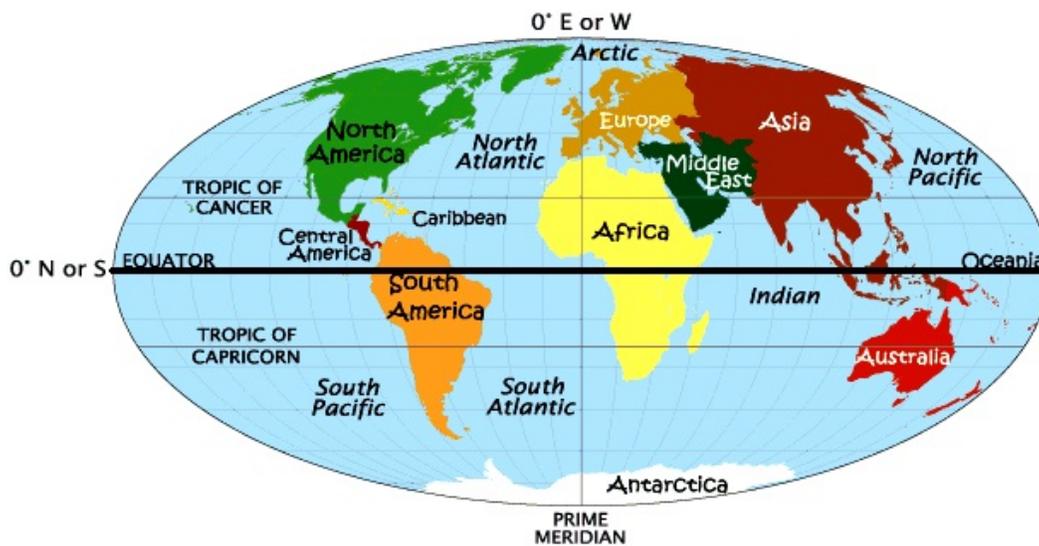
**2008:** Hamas fires rockets into Israel, sparking a bloody three-week conflict.

**2012:** Israeli strikes kill the leader of Hamas' armed wing, sparking days of fighting between the two sides.

**2014:** Hamas and Israel fight a 50-day air and ground war. Some 2,200 Palestinian civilians and militants and more than 70 Israeli soldiers and civilians were killed in the fighting, according to the United Nations.

**2017:** Hamas revises its charter, dropping explicit calls for the destruction of Israel. The group says it will formally accept the notion of a Palestinian state in territories Israel captured in the 1967 Middle East war.

## Focus on Geography



**Africa is the only continent that is located in all four hemispheres!**



**China shares its border with 14 countries. Can you name them?**

## **Child Refugees (Unaccompanied by parents or guardians) Increased by 500%!**

More than 300,000 child refugees traveled across national borders unaccompanied by parents or guardians in 2015 and 2016 -- a 500% increase over 2010-11 figures, according to UNICEF. "Ruthless smugglers and traffickers are exploiting their vulnerability for personal gain, helping children to cross borders, only to sell them into slavery and forced prostitution," said UNICEF Deputy Executive Director Justin Forsyth.

### **Focus on Psychology**

<http://www.apa.org/ed/schools/teaching-learning/top-twenty-principles.pdf>

Summer is a time for rethinking our lessons and teaching strategies. Here are some helpful suggestions from the American Psychological Association



### **Top 20 Principles From Psychology for PreK–12 Teaching and Learning**

Principle 1 Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

Principle 2 What students already know affects their learning.

Principle 3 Students' cognitive development and learning are not limited by general stages of development.

Principle 4 Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

Principle 5 Acquiring long-term knowledge and skill is largely dependent on practice.

Principle 6 Clear, explanatory, and timely feedback to students is important for learning.

Principle 7 Students' self-regulation assists learning, and self-regulatory skills can be taught.

Principle 8 Student creativity can be fostered.

Principle 9 Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

Principle 10 Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Principle 11 Teachers' expectations about their students affect students' opportunities to learn, their motivation, and their learning outcomes.

Principle 12 Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.

Principle 13 Learning is situated within multiple social contexts.

Principle 14 Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.

Principle 15 Emotional well-being influences educational performance, learning, and development.

Principle 16 Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Principle 17 Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.

Principle 18 Formative and summative assessments are both important and useful but require different approaches and interpretations.

Principle 19 Students' skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Principle 20 Making sense of assessment data depends on clear, appropriate, and fair interpretation.

### **National History Day® needs your help.**

**While the program is as strong as ever, we find ourselves facing a financial challenge. One of our major donors has decided to go in a different direction from National History Day and put his support elsewhere. Unfortunately, this news came to us quite recently, with only a few months left in our fiscal year. To fill this gap, we must raise \$800,000 by August.**

With that in mind, I am hoping I can count on your support through this challenging time by making a contribution to National History Day today. If everyone donates just \$50, we will be half way to our goal. We hope you might consider more, but want you to know that we will appreciate any amount that you can give.

I am working hard to recruit new sponsors for NHD and am confident that we will be back on track when the new school and program year starts in September. I am equally confident that, with your help, National History Day will find itself on fine financial footing come August.

[Donate today!](#)

**If you wish to mail a check, please send it to 4511 Knox Road, Suite 205, College Park, MD 20740.**

**Thank you for participating and supporting National History Day.**

Sincerely,  
Cathy Gorn, Ph.D., Executive Director National History Day  
4511 Knox Road, Suite 205  
College Park, MD 20740

## **NJ Council for the Social Studies (NJCSS)**

*President:* Joseph Orlak

*Vice President:* (Vacant)

*Secretary:* Angela Smith

*Treasurer:* Christine Gehringer

*Executive Director and Editor:* Hank Bitten

## **NJ Social Studies Supervisors Association (NJSSSA)**

### **North Region**

Robert O'Dell (2016-18) and Steve Maher (2015-17)

### **Central Region**

Kristin Fox (2016-18) and Keith Dennison (2015-17)

### **South Region**

Paul Groben (2016-18) and Eileen Hannigan (2015-17)

### **At-Large Directors**

Noel Baxter (President/Immediate Past President)

Michael Catelli (2016-18)

Jamil Maroun (2016-18)

Karen VanderLeest (2016-18)