

# **New Jersey Council for the Social Studies**

Annual Conference

For K-12 Social Studies Teachers

## ***Teaching The Three R's: Rights, Reforms and Regions***



*50<sup>th</sup> Anniversary of the 1967 Civil Rights Act*

**Rutgers, the State University of New Jersey  
Busch Campus Center  
Piscataway, NJ**

**October 23, 2017**

**New Jersey Council for the Social Studies**  
*Teaching the Three R's: Rights, Reforms and Regions*

<b>Time</b>	<b>Event</b>	<b>Location</b>
7:30 – 8:30	Registration and Exhibits	International Lounge
8:30 – 8:45	Welcome	Multipurpose Room
8:50 – 9:50	First Workshop Session	Multipurpose Room and Break Out Rooms
9:55 – 10:25	Exhibits and Coffee	International Lounge
10:30 – 11:30	Second Workshop Session	Multipurpose Room and Break Out Rooms
11:35 – 12:00	Exhibits	International Lounge
12:05 – 1:05	Third Workshop Session	Multipurpose Room and Break Out Rooms

<b>Workshop Title</b>	<b>Grade Levels</b>	<b>Location</b>
<b>Session 1: 8:50 – 9:50</b>		
<b>1. SEMINAR – From Civil Rights to Black Lives Matter</b>	<b>All (Green Dot)</b>	Multipurpose Room
2. Learning More Quickly and Forgetting More Slowly	All	120
3. A Close Look at Close Reads	Elementary	115
4. An Introduction to the Resources Available on the National Geographic Society Website	Elementary	122 C
5. DBQs for All: Equity and Inquiry in Teaching with Primary Sources	Middle/High School	122 AB
6. Student Engagement in the 21 <sup>st</sup> Century	Middle/High School	118
7. Using Jigsaw to Teach Primary Sources	Middle/High School	117
8. NJ History Day and National History Day	Middle/High School	The Cove
9. Teaching the Arab-Israeli Conflict and Peace Process	High School	174
10. Working of the American Dream: Teaching with Springsteen	High School	Center Hall
11. Best Practices for Teaching Psychology	High School	116
<b>Session 2: 10:30 – 11:30</b>		
<b>1. SEMINAR – Challenges for International Law</b>	<b>All (Red Dot)</b>	Multipurpose Room
2. How to Create and Use Podcasts in the Classroom	All	174
3. Designing Classroom Learning Experiences with Students in Mind	All	115
4. Review Games for Social Studies	Elementary/Middle	Center Hall
5. Promoting Student Activism as Citizenship Education	Middle/High School	116
6. Rights and Reforms with Records from the National Archives	Middle/High School	120
7. Financial Literacy Certification and Euro Challenge	Middle/High School	118
8. Teaching Free Speech: What Students and Educators Need to Know	High School	122 AB
9. Studying African American History Using a Human Rights Perspective	High School	122 C
10. The Rhythm of Reform: Exploring the Music of the American Rights Movement	High School	The Cove
11. APA Resources for Psychology Teachers	High School	117
<b>Session 3: 12:05 – 1:05</b>		
<b>1. SEMINAR – The Day I Met Grandpa Sandy</b>	<b>All (Orange Dot)</b>	Multipurpose Room
2. All Means All! Creating Inclusive Classrooms	All	174
3. Project Citizen: Engage Your Students in Improving Your Community	All	115
4. Infusing Technology into Your Classroom	Elementary/Middle	Center Hall
5. Embracing Diversity: How Can We Make Classrooms More Empathetic Spaces?	Middle/High School	117
6. Using a Podcast on China to Teach History, Economics and Critical Thinking	Middle/High School	116
7. America's Reaction to WW 1: Using Primary Sources from the Library of Congress	Middle/High Schools	120
8. You be the Curator: Civil Rights During the Vietnam Era	Middle/High School	122 C
9. Rivers, Reefs, and Pipelines: Environmental Cooperation in the Middle East	Middle/High School	The Cove
10. They Shall Not Perish: America's Response to the Armenian Genocide	High School	122 AB
11. Psychology Teachers; Roundtable Discussion	High School	118

# Session 1

**Seminar: From Civil Rights to Black Lives Matter**  
**Dr. Lillie Edwards , Drew University**

**Green Dot on Your Name Tag**  
**Multipurpose Room**

The passage of federal civil rights legislation and the urban rebellions that erupted in cities such as Detroit and Newark in the mid-1960s disclose a landscape of contradictions inherent within a nation constructed in the name of freedom, but built by slaves. Fifty years later, Obama’s historic presidency and the Black Lives Matter movement continue to reveal the nation’s failure to achieve social justice for all people. Both decades, the 1960s and the 2010s, expose the frightening magnitude of President Lyndon Johnson’s warning to the nation in his June 4, 1965 commencement address at Howard University when he said, “*We seek not just legal equity but human ability, not just equality as a right and a theory, but equality as a fact, and equality as a result.*” This seminar asks us to consider the importance of teaching the prophetic realities of Johnson’s vision and the fears for our nation’s struggle to define and achieve “liberty and justice for all” in the 1960s and in the 21<sup>st</sup> century.

**Learning More Quickly and Forgetting More Slowly**      **Room 120**      **Grades: All**

Regardless of what rights, reforms, regions, or history we teach, or the learning style we promote, if students cannot retain and use what they have learned we fail. We are constantly “reviewing.” This workshop supports that learning and retention best occur at the time of learning and not through study which only rehearses what is in the brain. We will learn how to enlarge and deepen the memory vault through the following 5 strategies with interactive handouts: 1)visualization of thinking, 2)visualization of content knowledge, 3)knowledge maps for taking notes, 4)Throughaway notebooks (a new form of note-making), and 5) Examinations and Quizzes.

*Dr. Harry Stein, Manhattan College*

**A Closer Look at Close Reads**      **Room 115**      **Grades: 3-6**

Through this interactive workshop, we will explore the “close reading” strategy with social studies texts and primary source documents. The strategies discussed can be applied during literacy lessons using social studies content. Participants will see the effect on student motivation and learning when using complex texts and identifying the author’s purpose, perspective, and applying evidence to support a position or form an opinion. Strategies will be modeled that encourage student engagement and reflection. Participants will receive a packet of resources.

*Mary Byatt and Laura DiPietro, Birches School, Turnersville*

**An Introduction to the Resources on the National Geographic Society Website**  
**Room 122C**      **Grades: K-5**

In this workshop, educators will be shown a number of useful resource links on the National Geographic Education website. There will be an introduction to four lessons aligned to the NGSS standards. Tips on how to find other topics for Earth Science teachers, maps, and access to free GIS programs will be offered. Materials will be handed out to all participants.

*Katrinka Somdahl-Sands, Coordinator, New Jersey Geographic Alliance*

**Using Jigsaw to Teach Primary Sources****Room 117****Grades: 6-8**

The key to teaching social studies is engaging students in the study of the past through the use of research, inquiry based learning, decision-making, and critical thinking. In this workshop teachers will participate in engaging activities relating to the controversial issues of the legislative issues during the administration of President Andrew Jackson with links to current issues. Some of the activities and materials include Jigsaw, discussion placemats, CSI Investigation, Ladders, Key Event Speech Bubbles, Silent Discussion, Foldables, and In the Loop!

*Ron Litz, Scotch Plains-Fanwood*

**Student Engagement in the 21<sup>st</sup> Century Classroom****Room 118****Grades: 6-12**

This workshop will utilize the Question Formulation Technique, Video Based Question Activity, and the LINK (List, Inquire, Notes, Know) strategy. Teachers will learn how to implement QFT, VBQ, and LINK to their instructional activities.

*Kelly Grotrian, East Brunswick Public Schools*

**DBQs for All: Equity and Inquiry in Teaching with Primary Sources****Room 122AB****Grades: 6-12**

DBQs provide a wonderful framework for an inquiry approach to teaching with primary source documents. They also lend themselves to differentiation. The DBQ Project works with students of all skill levels in grades 4-12 and has developed a 6-step method for scaffolding the DBQ experience: a Hook Exercise, a Background Essay, a Pre-Bucketing Framework for collecting evidence, Document Analysis which includes point of view and bias, Post-Bucketing with a Verbal Thrashout, and writing an evidence-based essay. In this session we will use two model units to guide our discussion: *Progressivism: Where Will You Put Your Million Dollars?* and *What Made Gandhi's Nonviolent Movement Work?*

*Molly Winter, The DBQ Project*

**NJ History Day and National History Day****Room: The Cove****Grades: 6-12**

New Jersey and National History Day projects engage students with using primary and secondary resources from the Library of Congress, National Archives, and Rutgers University Special Collections, and other sources. In this workshop we will examine the interactive "Identification Game" from the Library of Congress, cartoons and personal stories. The NJ and National History Day theme for 2018 is ***Conflict and Compromise in History***. Join us for information about this year's competition and schedule.

*Debra Cohen & Joan Ruddiman, West Windsor-Plainsboro Schools & the NJ History Day Advisory Board*

**Teaching the Arab-Israeli Conflict and Peace Process****Room 174****Grades: 9-12**

The Arab-Israeli conflict is in the news daily and understanding it is critical to being an informed citizen in today's globalized world. Using an historical approach with an emphasis on primary sources, this session connects the history of the conflict to the current desire for a peaceful settlement. Through presentation, discussion and work in small groups, participants will develop content knowledge, experience student activities and receive a packet with links to digital resources and lesson plans using primary source documents and maps. The presentation is linked to state and national standards and teachers of World History and global issues will benefit from this workshop.

*Steven Goldberg, Institute for Curriculum Services*

**Working of the American Dream: Teaching with Springsteen**  
**Grades: 9-12**

**Room: Center Hall**

As a songwriter, Bruce Springsteen is an artist whose work has simultaneously defined the struggles of the working person in America. From the Midwestern Rust Belt, to the shuttered factories of New Jersey, to the plight of unemployed veterans, to the importance of immigrant laborers, his songs give a voice to the economically and socially marginalized sectors of American society. Through lyric analysis students benefit by understanding the plight of the working class and understanding the importance and consequences of economic policies. In this workshop teachers will explore how Bruce Springsteen's songs address the nature of work and labor in America by participating in engaging activities with direct connections to the standards, concepts, and events in a U.S. History curriculum.

*Dayna Orlak, Waldwick Public Schools*

**Best Practices and Methods in Teaching Psychology**

**Room 116**

**Grades: 9-12**

This session focuses on the strategies and resources for teaching a variety of topics in psychology. Participants will discuss differentiated instructional methods and student generated discussions and debates. Examples will include lessons from units on Biology and Behavior, Developmental Psychology, and Research Methods. Teachers will receive content specific information, lesson strategies, and resources.

*Katie Mahaffey, Pascack Regional High School and Mary Elizabeth Wren, Westwood High School*



**60<sup>th</sup> Anniversary**

**Minnijean Brown attends high school in Little Rock. Arkansas September 4, 1957**

Credit National Park Service

## Session 2

### **Seminar: The Challenges for International Law: North Korea, Ukraine, Syria**

**Red Dot on Your Name Tag**

**Christopher Borgen, St. John's Univ.**

**Multipurpose Room**

*"The strong do what they will, while the weak suffer what they must."* Since even before Thucydides wrote this 2,400 years ago in his history of the Peloponnesian War, there has been a tension between 'might versus right' in international relations and between power politics and the law of nations. What role does international law play in the 21st century? In part, this seminar will consider international law in relation to international conflict, using the situations with Ukraine, North Korea, Syria as case studies. We will also consider the broader landscape of law and international relations that includes human rights, international trade, environmental protection, and transnational regulatory cooperation. The goal is to provide educators with a background in the functions and institutions of international law to enrich discussions of world events.

### **How to Create and Use Podcasts in the Classroom**

**Room 174**

**Grades: All**

Podcasts are highly specific online radio broadcasts covering a variety of topics. According to the Pew Research Center, 21% of Americans 12 or older have listened to a podcast in the past month. This workshop will present relevant podcasts on economics, race relations, and U.S. history. We will also explore different ways podcasts are currently being used in social studies and participants will create their own podcast. Participants will receive a model assignment relating to a current event.

*Scott Migliore and Douglas Winkler, Egg Harbor Township High School*

### **Designing Classroom Learning Experiences with Students in Mind**

**Room 115**

**Grades: All**

Have you wondered how to engage students in real-world, authentic learning experiences while meeting NJDOE's expectations? Join this important discussion and take away useful strategies geared for immediate implementation.

*Beverly Plein, New Jersey Department of Education*

### **Review Games for Social Studies: There are More than Jeopardy!**

**Room: Center Hall**

**Grades: 4-8**

Teachers in this workshop will be introduced to the principles behind game design and how it supports content based instruction for quizzes, tests, and other assessments. Examples of activities and materials include Colonial Go Fish, History2History, In the Loop, Plickers, Bill of Rights Land, Discussion Uno, and more. Although the examples will focus on U.S. History and the middle school curriculum, teachers of all grades and subject areas, these activities are easily adapted to all subject areas and grade levels.

*Ron Litz, Scotch Plains-Fanwood*

### **Promoting Student Activism as Citizenship Education**

**Room 116**

**Grades: 6-12**

The NCSS C3 Framework encourages active student engagement in civil life requiring knowledge and experience. Students learn to be citizens by working as citizens. This workshop discusses models for engaging students in struggles to build transformative learning communities as social activists with special attention to current policies affecting immigrants. In this session, participants will share their own experiences as teachers and activists. Resources will be distributed.

*Dr. Alan Singer, Hofstra University*

**Rights and Reforms with Records from the National Archives**  
**Grades: 6-12**

**Room 120**

This workshop is designed for middle and high school educators in learning how to use primary source documents about rights and reforms with their students. The presentation will include hands-on activities relating to national legislation, policies, and Supreme Court decisions relating to social movements in U.S. history.

*Christopher Zarr, National Archives at New York City*

**The Euro Challenge and Financial Literacy Certification Programs**  
**Grades: 9-12**

**Room 118**

Teachers will learn about the Euro Challenge competition for ninth and tenth grade students interested in economics, geography, and World History/European studies. Developed by the Delegation of the European Union to the United States, this national program increases student's knowledge of the European Union and its single currency, the euro. Participants in the Euro Challenge develop skills in communication, research, critical thinking, and team building – and the top teams receive prizes.

WISE's award-winning Financial literacy Certification program and test provides high school teachers with instructional tools for teaching financial literacy. Teachers will also receive information on the nationally recognized standardized assessment test. Programs and resources for middle school students will also be shared.

*Ethan Goebel, Working in Support of Education(WISE)*

**The Rhythm of Reform: Exploring the Music of the American Rights Movement**  
**Room: The Cove**                      **Grades: 6-12**

Music is a powerful component in reform movements and provides a reflection of the passion and purpose of participants and their call to action. This workshop examines strategies for analyzing songs from various movements in American history – ranging from antebellum reform to contemporary civil rights reforms. Teachers will consider the historical background and perspective as they analyze lyrics and the performance of the music. In this workshop we will emphasize strategies for critical thinking, using music as a primary source, point of view analysis, active citizenship, and teaching continuity and change over time.

*Lisa Longo Johnston, Raritan Valley Community College*

**Teaching Free Speech: What Students and Educators Need to Know**  
**Grades: 9-12**

**Room 122AB**

Freedom of debate was important in the historical battles over abolition, suffrage, and civil rights. In this session, teachers will be introduced to curriculum resources enabling them to provide accurate, enriched instruction on historical and current free speech issues that will prepare students for controversial current issues and the future challenges they may face in college and society. Teachers will participate in two activities: "Permitted or Not Permitted?" and "Protected or Not Protected?"

*Dr. Bonnie Kerrigan Snyder, Foundation for Individual Rights in Education*



**Studying African-American History Using a Human Rights Perspective Room 122C  
Grades: 9-12**

The struggle for human rights is a central theme of the African-American experience but the connections between “civil rights” and “human rights” are rarely explored. This workshop highlights those connections using a case study of Paul Robeson, whose life and career epitomized the ongoing struggle to realize human rights guarantees. Primary and secondary sources will be analyzed as part of a model lesson strategy. Handouts will be provided, including a scholarly publication and a resource list on Paul Robeson’s life.

*Dr. William R. Fernekes, Rutgers University*

**APA Resources for Psychology Teachers: Course Content, Skills & Professional  
Development Room 117 Grades: 9-12**

In this workshop teachers will examine important issues related to teaching high school Psychology. Teachers will receive materials relating to course content and developing student skills. Participants will explore the importance of integrating social and emotional skills into their lessons and curriculum and receive resources for their own professional development from the APA Summit on High School Psychology held in July.

*Debra Park, Rutgers University, Camden Campus*



***500<sup>th</sup> Anniversary  
October 31, 1517 - 95 Theses and the Reformation  
Castle Church, Wittenberg, Germany***



## Session 3

**Seminar: The Story of Grandpa Sandy**  
**Cheryl Wills, Author and Anchor News Reporter**

**Orange Dot on Your Name Tag**  
**Multipurpose Room**

Do your students know their family history? It may make a powerful difference in their academic performance if they do. Join TV host & author Cheryl Wills for an exciting interactive presentation as she shares her empowering journey of her Great-Great-Great Grandfather Sandy Wills - an enslaved Tennessee man who valiantly fought for his freedom during The Civil War. It's a story that was lost to her family for more than a century. Using primary documents and a surprise historical document which she will unveil during her workshop, Cheryl passionately explains how unlocking one's past can empower their future.

**All Means All! Creating Inclusive Classrooms**      **Room 174**      **Grades: All**

Searching for innovative methods to teach all learning styles? Join the educators in this workshop as we highlight methods connecting students across a spectrum of gifted, special education and English language learners. In our workshop participants will focus on techniques that can be used interchangeably in a class with diverse learning populations and strategies for a cohesive classroom environment that is inclusive for all learners.

*Crystal Ahearn, Evelina Despaigne, Andrew Rubinson, Kelly McCracken-Villanueva,  
John E. Dwyer Technical Academy*

**Project Citizen: Engage Your Students in Improving Their Community**      **Room 115**  
**Grades: 3-12**

Project Citizen is a project-based civic education program for students in grades 3-12 that emphasizes participation in local and state government. A class of students works in small groups to identify a local state, national, or global problem, gathers and evaluates information, and considers alternatives for the best (and constitutional) public policy. Project Citizens supports an understanding of federalism, the U.S. Constitution, rights and responsibilities in a democratic society, and develops the skills for making a change and feeling empowered. Join us to learn about how to get started, examples of activities, resources, and awards.

*Sarah David, Springfield Public Schools and Arlene Gardner, NJ Council Law Related Education*

**Using a Podcast on China to Integrate History, Economics, Critical Thinking with the Inquiry design Model**      **Room 116**      **Grades: 6-12**

Can China and the United States co-exist or are we destined to be long-term adversaries? Teachers will discuss this compelling question through the observations of my recent experience teaching in China, the Oxford style debate model, and a podcast from Intelligence Squared US website, which includes more than 50 similar debates on topics relating to climate change, income equality, constitutional issues, and immigration.

*Doug Young, New Jersey Council for Economic Education*

**America's Reaction to World War 1: Teaching with Primary Sources Using the Library of Congress Website      Room 120      Grades: 6-12**

Primary sources allow students to learn about the past through the eyes of those who lived during a particular time period. By interacting with these sources, they are not only able to form a deeper understanding of the social, political and artistic ideas of a time period, but also connect these ideas with current events. Primary sources are a springboard into the inquiry process. During this workshop, participants will experience the process of analyzing primary sources (advertisements, posters, music, etc.) from the Library of Congress to gain a deeper understanding of how Americans felt about entering World War 1. Handouts will include tools for analyzing documents and an annotated bibliography of useful websites with primary sources.

*Kevin Bloom, Sayreville Public Schools and Angela Smith, Edison Public Schools*

**Infusing Literacy and Technology into Social Studies      Room: Center Hall  
Grades: 4-8**

Bill Gates said, "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." In this workshop participants will learn how to infuse technology into a social studies lesson seamlessly to enhance instruction and learning. The strategies and activities are interdisciplinary and focus on using the practical tools of *BlendSpace* for informal assessments, *Emaze* for presentations, *Edpuzzle* for video presentations, and *Today'smeet* for interactive discussions. Teachers will have time to set up accounts and begin to add content.

*James Cho and Donna McGough, Washington Township*

**They Shall Not Perish: America's Response to the Armenian, Anatolian, Greek, and Assyrian Genocides      Room 122AB      Grades: 9-12**

*They Shall Not Perish: The Story of Near East Relief* is the story of the men and women who saved the Armenian people and other Christian minorities from genocide. The focus of this workshop is on the documentary film of America's first international relief effort. Instructional resources include the Teacher's Guide to the documentary film and the virtual online museum produced by the Near East Foundation. We will also discuss the present work of the Near East Foundation with the Syrian refugees.

*Ken Sarajian, Pascack Valley High School and Shant Mardirossian, Executive Producer*

**You be the Curator: Civil Rights During the Vietnam Era      Room 122C      Grades: 6-12**

The New Jersey Vietnam Veterans Memorial Foundation recently launched a new off-site program, *You Be The Curator*. In this workshop teachers will explore the "curator kit" on civil rights during the Vietnam Era. This is a hands-on workshop. Other kits include the geography of Vietnam, culture, history, and photographs.

*Keri Giannotti, New Jersey Vietnam Veterans Memorial Foundation*

## **Rivers, Reefs and Pipelines: Environmental Cooperation in the Middle East?**

**Room: The Cove**

**Grades: 6-12**

The news about the regional conflicts in the Middle East is often focused on religious extremism, territorial boundaries, oil, etc. The issues of climate change, land and resource degradation, water scarcity, and crop failures also cause instability in the region. In this presentation, teachers will apply instructional strategies using current case studies of regional cooperation between Israel, Egypt, Jordan, and the Palestinian Authority and discuss the importance of environmental cooperation as an important and necessary path to peaceful coexistence.

*Steven Goldberg, Institute for Curriculum Services*

## **Embracing Diversity: How Can We Make Classrooms More Empathetic Spaces?**

**Room 117 Grades: 6-12**

This session is designed to familiarize teachers with the basic forms of diversity they might encounter in their classroom. Issues relating to gender identity, sexual orientation, religion, ethnicity/nationality, immigration/refugee status, and race will be discussed. The workshop will offer guidelines for opening up a dialogue with your students about issues relating to race and justice, how to answer controversial questions, planning activities to teach the concepts of privilege, stereotyping, and unconscious bias. Participants will engage in a stereotype analysis activity, a freewrite, a 'circle of voices' share-out, and a kinesthetic illustration of privilege with a metacognitive reflection.

*Rebecca DiBrienza, Scotch Plains-Fanwood High School*

## **Psychology Teachers' Roundtable Room 118 Grades: 9-12**

This workshop is an open dialogue for teachers of Psychology and AP Psychology. We will discuss common issues in teaching the content areas, sharing ideas and generating future professional development opportunities within New Jersey and the area.

*Katie Mahaffey, Pascack Regional High School and Mary Elizabeth Wren, Westwood High School*

### ***List of Local Eateries***

Chand Place (Indian) - 1296 Centennial Ave.

Thai Basil (Thai) - 1316 Centennial Ave.

Olive Garden (Italian) - 1317 Centennial Ave.

Panera Bread - 1333 Centennial Ave.

Saladworks - 1348 Centennial Ave.

Long Horn Steak House - 1368 Centennial Ave.

Midori Sushi (Japanese) - 1392 Centennial Ave.

Henry's Diner - 55 Rockefeller Road

Busch Student Center Food Court

## ***EXHIBITORS***

American Lives: History Brought to Life

Cengage/National Geographic

Casperson School at Drew University

Cheryl Wills, Independent Author

DBQ Project

Drumthwacket

Echoes & Reflections

Foundation for Individual Rights in Education

Franklin Institute of Philadelphia

Gilder Lehrman Institute of American History

Hindu American Foundation

Historic Cold Spring Harbor

Legends (Freedom Tower)

Liberty Hall

Living Voices

Dr. Mark Pearcy, Independent Author on Assessments

New Jersey Center for Civic Education

New Jersey Council for Economic Education

New Jersey Council for the Social Studies

New Jersey Geographic Alliance

New Jersey History Day

New Jersey Islamic Networks Group

Rutgers Graduate School of Education

Social Studies.Com

Studies Weekly

Teachers College Press

## ***NJCSS Officers and Board Members***

**President:** Joseph Orlak, Supervisor, Pascack Valley Regional High School District

**Vice-President:** Michael Kenduck, Assistant Principal, Westwood Regional High School District

**Secretary:** Angela Smith, Thomas Jefferson Middle School, Edison

**Treasurer:** Christine Gehringer, Supervisor, Washington Township Public Schools, Sewell

**Executive Director:** Hank Bitten

### **Regional Directors:**

#### Northern

Joseph Dwyer, Nutley HS 2017-19

Peter Porter, Montville 2016-18

Frank Romano, Jersey City 2017-19

#### Central

Mary Keller, Westfield 2017-19

Kevin Bloom, Sayreville 2017-19

Nicole Savino Mulcahy, Cranford 2016-18

#### South

Dawn Lambert, Burlington HS 2017-19

Nick Madensky, Lacey Township 2016-18

Michael Martirone, Egg Harbor 2016-18

### **At-Large Directors:**

Noel Baxter, NJSSSA 2016-18

Fred Cotterell, Montclair State 2016-18

Arlene Gardner, NJ Center for Civic Education 2016-18

Eileen Heddy, TCNJ 2016-18

Michael Catelli, Supervisors, Somerset Hills 2017-18

John Khanlian, NJ Geographic Alliance 2016-18

Kaitlyn Mahaffey, High School, Pascack 2017-19

Christine DeSimone, Elementary, Delran 2017-19

Mark Pearcy, Rider University 2017-19

## ***NJSSSA Officers and Board Members***

**President:** Bob O'Dell

**Vice-President:** Keith Dennison

**Secretary:** Eileen Hannigan

**Treasurer:** Steve Maher

### **Regional Directors:**

**North:** Bob O'Dell (2016 -18) and Steve Maher (2015-17)

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

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

### **At-Large Directors:**

Noel Baxter (President/Immediate Past President)

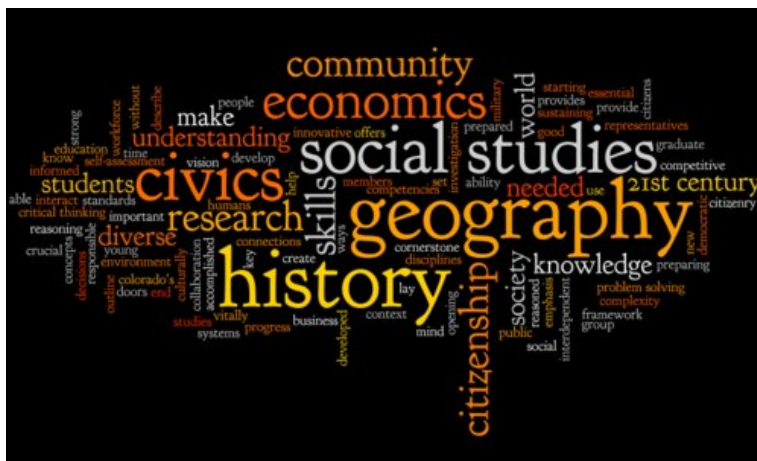
Michael Catelli (2016-18)

Jamil Maroun (2016 -18)

Karen VanderLeest (2016-18)



[www.njcass.org](http://www.njcass.org)



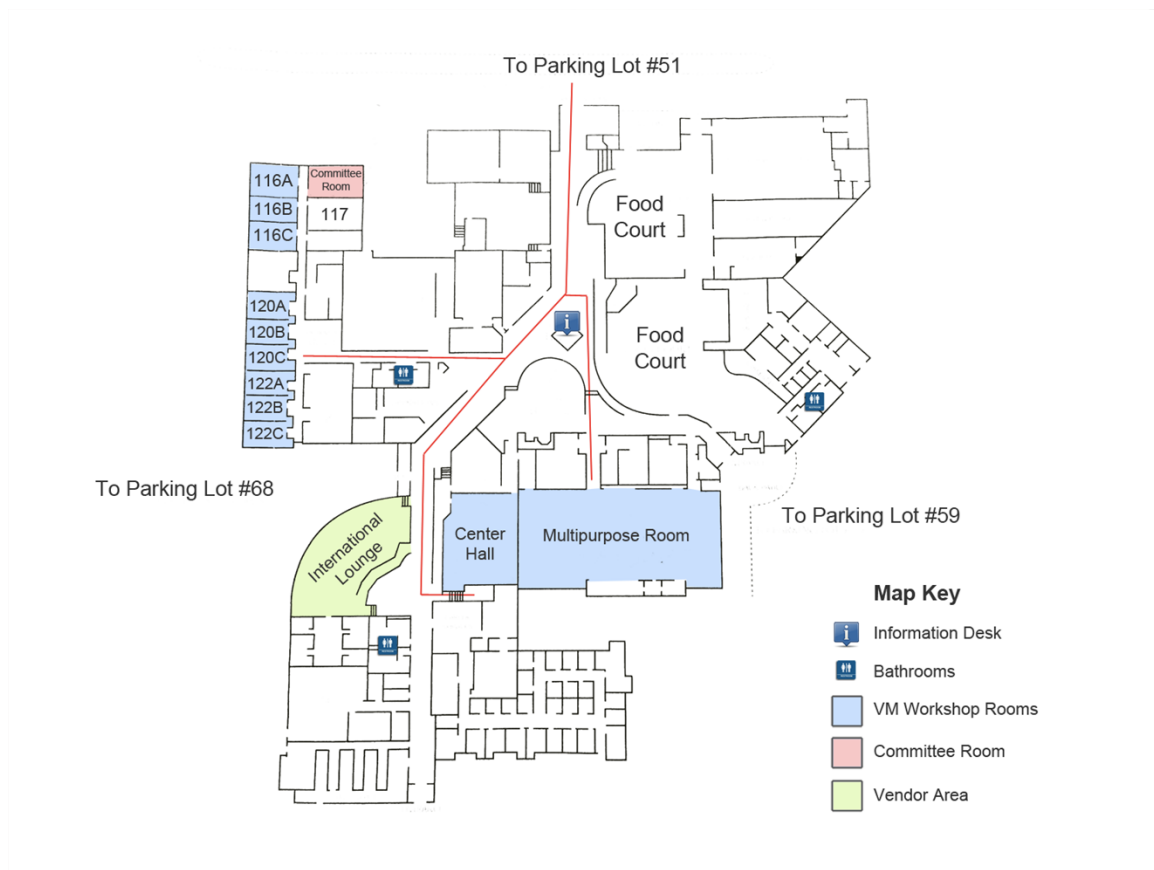
<https://www.facebook.com/NJCSSNetwork/>

# TEACHING SOCIAL STUDIES

A Joint Publication of the New York and New Jersey State Councils for the Social Studies  
Visit [www.njcass.org](http://www.njcass.org) for the current issue. Contact Dr. Mark Pearcy ([mpearcy@rider.edu](mailto:mpearcy@rider.edu)) to submit an article.







## Map of Busch Campus Center Floor Plan

### Professional Development Certificate

Click on the link below and take a short survey of today's conference. Your PD Certificate for 5 hours can be printed at the end of the survey.

<https://www.surveymonkey.com/r/NXXDRQB>

### Guidebook App

Follow today's conference on your phone!

The Passphrase is: **NJCSS2017**

### Public Google Drive

<https://tinyurl.com/ybhvss93>

Download links to workshop resources and videos

### Busch Campus Internet Access

There is no login or password this year!