

🔍 How can I find the best classroom content for California?

# Six essentials you need in your CA Social Studies content



The best lessons in California start with the best content.

## Success in Social Studies

The evolution in social studies instruction continues to move at such a rapid pace, that core materials alone are not enough to keep up.

As a result, gaps in core materials surface, and educators look to other sources to supplement their curriculum. Two notable instructional shifts in social studies include a move toward inquiry-based instruction and a push to include more diverse perspectives and non-dominant narratives. With California phasing in the statewide graduation requirement for [ethnic studies](#), it is more critical than ever to fill gaps in your current curriculum. With [Newsela Social Studies](#), you can equip teachers for this change with a vast and trustworthy source of instructional content that supports your curriculum and gets students of all backgrounds and abilities thinking like historians.

Teachers and administrators already know that core resources alone can't support teachers in adapting to instructional changes. As the world continues to diversify, teachers will need to ensure their social studies content supports the changes. If they don't, student engagement and learning could be at risk.

## The six essentials you need in your social studies content.

# 1

### DIVERSE & CURRENT PERSPECTIVES

Social studies instruction must include diverse perspectives and elevate non-dominant narratives, so students can stay engaged and interested in the lessons. Additionally, connecting lessons from the past to the present helps build current perspectives into learning.

With Newsela, you can infuse your social studies curriculum with authentic, representative content from diverse sources that will push students to examine history and the present day from multiple perspectives.

# 2

## INQUIRY

Inquiry and student-led learning in social studies are taking the place of instruction that focuses on the memorization of facts and dates. When you shift instruction toward an inquiry-based model, you provide a space for students to drive learning based on compelling questions.

Newsela supports teachers with the implementation of an inquiry-based instructional approach using a variety of content and curations that will have students thinking and writing like historians.

# 3

## ACCESSIBILITY

When existing resources are not accessible for learners, they aren't able to access the lesson or contribute to the discussion. Scaffolding or differentiating instruction, providing support for special populations, and improving access to content on and offline can make your content more accessible.

The Newsela student experience is fully compliant with [World Wide Web Consortium's Web Content Accessibility Guidelines \(WCAG\) 2.0 Level AA](#). This is one of many Newsela features designed to close gaps in accessibility and significantly help students with disabilities.

# 4

## SKILLS REINFORCEMENT

Opportunities exist to reinforce literacy skills in social studies through mediums like media, disciplinary, and source literacy. Students should have opportunities for social studies skills practice. This may include practice in interpreting primary sources or questioning claims.

Newsela supports students in developing the skills they need to be successful in social studies and beyond, with embedded activities like reading comprehension quizzes, and writing prompts.

# 5

## SOCIAL-EMOTIONAL LEARNING/WHOLE CHILD CONSIDERATIONS

To address a gap in whole child considerations, existing resources need to promote SEL skills relevant to social studies instruction, such as perspective taking, social-awareness, recognizing emotions, and empathy. Resources should provide opportunities for students to build relationships with their peers and consider a range of perspectives.

[Newsela's Social-Emotional Learning Collection](#) empowers teachers to integrate SEL into their core literacy instruction with relevant content for students.

# 6

## DIVERSE & CURRENT PERSPECTIVES

Materials should support state mandates and align to state social studies standards. Additionally, your existing resources should cover all of the content genres teachers need (e.g. primary sources, seminal texts) or topics (e.g. financial literacy, civics) so teachers don't need to turn to the web to find content for their lessons.

Newsela provides teachers with one resource that includes 20+ genres of content and dozens of instructional curations, so you don't need to search elsewhere for the content to support your lessons.

Use this rubric to evaluate how your Social Studies content is doing. Reference the bulleted descriptions under each point to help you determine where your content lands. Tally up your points for each essential to learn your score!

	1 POINT	2 POINTS	3 POINTS
<p><b>DIVERSE AND CURRENT PERSPECTIVES</b></p> <p>Does your content come from diverse sources, share non-dominant narratives, and include current perspectives?</p>	<ul style="list-style-type: none"> <li>Does not come from diverse sources.</li> <li>Does not share non-dominant narratives.</li> <li>Does not include current perspectives that connect the past to the present.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally comes from diverse sources, but inconsistently.</li> <li>Occasionally shares a few non-dominant narratives, but inconsistently.</li> <li>Occasionally includes current perspectives, but inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly comes from diverse sources.</li> <li>Regularly shares non-dominant narratives.</li> <li>Regularly includes current perspectives that connect the past to the present.</li> </ul>
<p><b>INQUIRY</b></p> <p>Does your content promote student-led learning, provide opportunities for student questioning and support teachers in implementing an inquiry-based model?</p>	<ul style="list-style-type: none"> <li>Does not promote student-led learning.</li> <li>Does not provide opportunities for students to ask and answer questions.</li> <li>Does not support teachers in implementing an inquiry-based model.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally includes opportunities that promote student-led learning, but inconsistently.</li> <li>Occasionally provides opportunities for students to ask and answer questions, but inconsistently.</li> <li>Occasionally supports teachers in implementing an inquiry-based model, but inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly provides a range of opportunities that promote student-led learning.</li> <li>Regularly provides a range of opportunities for students to ask and answer questions.</li> <li>Regularly supports teachers in implementing an inquiry-based model, using a variety of content.</li> </ul>
<p><b>ACCESSIBILITY</b></p> <p>Does your content promote rigor, differentiation for every learner, and is it accessible for students with disabilities?</p>	<ul style="list-style-type: none"> <li>Does not promote background knowledge or address complex concepts.</li> <li>Does not promote differentiation for every learner.</li> <li>Not accessible to students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally includes opportunities that promote background knowledge, but inadequately, and addresses complex concepts, but oversimplifies them.</li> <li>Occasionally promotes differentiation, but inconsistently and not enough for every learner.</li> <li>Occasionally accessible to some students with disabilities, but not enough for all.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly provides a range of opportunities that promote background knowledge and covers a wide range of complex concepts.</li> <li>Promotes differentiation across grade levels so it is accessible for every learner.</li> <li>Fully compliant with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level AA.</li> </ul>

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 (Continued)

(Continued)

	1 POINT	2 POINTS	3 POINTS
<b>SKILLS REINFORCEMENT</b> Does your content promote literacy and social studies skills practice? Does your content enable social studies specialists to reinforce literacy?	<ul style="list-style-type: none"><li>Does not provide opportunities to promote literacy skills practice.</li><li>Does not provide opportunities to promote social studies skills practice.</li><li>Does not enable social studies specialists to find materials to reinforce literacy within their subject.</li></ul>	<ul style="list-style-type: none"><li>Occasionally provides opportunities to promote literacy skills practice, but inconsistently.</li><li>Occasionally provides opportunities to promote social studies skills practice, but inconsistently.</li><li>Occasionally enables social studies specialists to find materials to reinforce literacy within their subject, but inconsistently.</li></ul>	<ul style="list-style-type: none"><li>Regularly provides a range of opportunities to promote literacy skills practice that the standards require.</li><li>Regularly provides a range of opportunities to promote social studies skills practice, such as questioning or making claims.</li><li>Regularly enables social studies specialists to find materials to reinforce literacy within their subject.</li></ul> <p>/3</p>
<b>SEL/WHOLE CHILD CONSIDERATIONS</b> Does your content provide space to develop peer relationships and promote relevant SEL skills?	<ul style="list-style-type: none"><li>Does not provide space for students to develop relationships with their peers.</li><li>Does not promote SEL skills relevant to social studies instruction, such as perspective taking.</li></ul>	<ul style="list-style-type: none"><li>Occasionally provides space for students to develop relationships with their peers, but inconsistently.</li><li>Occasionally promotes SEL skills relevant to social studies instruction, but inconsistently.</li></ul>	<ul style="list-style-type: none"><li>Regularly provides space for students to develop relationships with their peers.</li><li>Regularly promotes SEL skills relevant to social studies instruction, such as perspective taking.</li></ul> <p>/3</p>
<b>STANDARDS AND CONTENT COVERAGE</b> Does your content support state social studies standards, as well as cover social studies genres and topics?	<ul style="list-style-type: none"><li>Does not support your state social studies standards.</li><li>Does not cover social studies genres, such as primary sources and seminal texts, and topics such as civics and financial literacy.</li></ul>	<ul style="list-style-type: none"><li>Supports your state social studies standards.</li><li>Occasionally covers social studies genres and topics, but inconsistently.</li></ul>	<ul style="list-style-type: none"><li>Fosters opportunities to create meaningful content that extends beyond the required state social studies standards.</li><li>Regularly covers a variety of social studies genres and topics.</li></ul> <p><input type="text"/> /18 TOTAL SCORE</p>

### How'd you score? With Newsela Social Studies, your content can ace these six essentials.

- 6-11 points:** There's room for improvement. [Newsela content](#) can bring it to the next level.
- 12-16 points:** You're almost there. [Newsela Curriculum Complements](#) can fill these remaining gaps by pairing your existing materials with aligned content.
- 17-18 points:** Great work, your content regularly meets these essentials! Continue to provide instruction that changes with a changing world with [Newsela Social Studies](#).



#### Ready to score 18/18?

Contact sales at [go.newsela.com/contact](https://go.newsela.com/contact) to learn how you can enhance these six essentials in your social studies content.