

**Moonachie School District  
Social Studies Curriculum:  
Grade 7**

**Colonization Unit**

**Colonization and Settlement (1585-1763)**

The following maps outline the NJSLs for grade seven Social Studies. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

### **Assessments:**

- Unit Test
- Weekly vocabulary and map skill quizzes on Senteo Smart Device
- BrainPop!
- 13 Colonies Region Commercial Project
- Push Factor vs. Pull Factor Comparison Project
- Triangle Trade Chart Project
- Founder's Family Tree Project
- Class observation
- Anticipatory sets including think pair share, inside outside circle, or media response
- Exit Cards & other closing activities

### **Resources:**

- Discovery Education Tech-Books: <https://app.discoveryeducation.com>
- Smart Board & Smart Technologies
- iPad Apps – Montessori Maps, Early Jamestown, Explorer
- Laptop & Desktop computers permanently available in the room
- **Cause of the American Revolution Unit webpage:**  
[http://www.moonachieschool.org/pages/Robert\\_L\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Grades\\_6-8/Keelen\\_Greg/Causes\\_of\\_the\\_American\\_Revolut](http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Causes_of_the_American_Revolut)
- **American Revolution webpage:**  
[http://www.moonachieschool.org/pages/Robert\\_L\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Grades\\_6-8/Keelen\\_Greg/American\\_Revolution](http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/American_Revolution)
- **Constitutional Convention Unit webpage:**  
[http://www.moonachieschool.org/pages/Robert\\_L\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Grades\\_6-8/Keelen\\_Greg/US\\_Constitution](http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/US_Constitution)

### **References:**

NJ Social Studies Standards: <http://www.state.nj.us/education/cccs/2014/ss/>  
NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>  
NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>  
Common Core Standards – English Language Arts Standards for Social Studies/ History Grades 6 – 8  
<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

**Websites:**

- **Cause of the American Revolution Unit webpage:**  
[http://www.moonachieschool.org/pages/Robert\\_L\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Grades\\_6-8/Keelen\\_Greg/Causes\\_of\\_the\\_American\\_Revolut](http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Causes_of_the_American_Revolut)
- **American Revolution webpage:**  
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- **Constitutional Convention Unit webpage:**  
[http://www.moonachieschool.org/pages/Robert\\_L\\_Craig\\_Elementary\\_Sch/Faculty\\_and\\_Staff/Grades\\_6-8/Keelen\\_Greg/US\\_Constitution](http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/US_Constitution)
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**Social Studies Curriculum: Grade 7**

**NJSLS Standard. SOC 6.1.8.2** - Colonization and Settlement (1585-1763)

**Era Strand** (Colonization and Settlement) **SOC 6.1.8.CS2** - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

**Essential Question(s):** How did the early colonists adapt ideas from their European heritage and from Native American groups to generate new political and religious institutions and economic systems in the New World? How did the legacy of these new institutions leave a lasting impact the lives of future Americans especially our Founders, slaves, and Native Americans?

**Vocabulary:** colony, push factor, pull factor, oppression, slavery, Triangle Trade, immigration, Magna Carta, English Bill of Rights, Iroquois Confederacy, Mayflower Compact, House of Burgesses, Assembly, region, New England, Middle Colonies, Southern Colonies

**Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements**

**SOC 6.3.8:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**SOC.6.3.8.CS1** -Recognize the causes and effects of prejudice on individuals, groups, and society.

**SOC.6.3.8.CS2** - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**SOC.6.3.8.CS3** -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**SOC.6.3.8.CS5** - Collaboratively develop and practice strategies for managing and resolving conflict.

**SOC.6.3.8.CS6** - Demonstrate understanding of democratic values and processes.

**SOC.6.3.8.CS7** - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**SOC.6.3.8.CS8** - Challenge unfair viewpoints and behaviors by taking action.

**SOC.6.3.8.CS9** - Make informed and reasoned decisions.

**SOC.6.3.8.CS10** - Accept decisions that are made for the common good.

**Financial Literacy Standards (PFL.9.1.8.A.)**

- **PFL.9.1.8.A.1** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (Founder’s Family Tree Project)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project, Founder’s Family Tree Project)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Founder’s Family Tree Project)

- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project, Founder's Family Tree Project)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project, Founder's Family Tree Project)*

**21st Century Career Ready Practices (Standard 9):**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Technology Standards:**

**TECH.8.1.8.A.CS1** - Understand and use technology systems.

**TECH.8.1.8.A.CS2** - Select and use applications effectively and productively.

**TECH.8.1.8** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2** - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.A.3** - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**TECH.8.1.8.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

**TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.8.E** - Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.F** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.8.2.8** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**TECH.8.2.8.B** - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

**TECH.8.2.8.C** - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

**Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History**

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d** - Establish and maintain a formal style.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e** - Establish and maintain a formal style and objective tone

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9** - Draw evidence from informational texts to support analysis, reflection, and research.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>SOC 6.1.8.CS2</b> - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	<ul style="list-style-type: none"> <li>● comparing and contrasting</li> <li>● acquiring vocabulary</li> <li>● analyzing events and date over time to see them in context</li> <li>● research using print and digital resources</li> <li>● write creatively with artistic expression</li> <li>● apply higher-order problem-solving strategies (synthesis)</li> <li>● integrating artistic expression as a means of demonstrating understanding</li> <li>● cooperative team building and problem solving</li> <li>● utilizing technology to present information in an engaging way</li> <li>● utilizing dramatic expression as a means of demonstrating understanding</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction on key ideas of unit and informational text reading strategies</li> <li>● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis</li> <li>● Closing activities to analyze student understanding of the topic including exit cards</li> <li>● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic</li> <li>● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic</li> <li>● Collaborative presentation of work utilizing available technology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>13 Colonies Region Commercial Project</b> – Groups of students will be assigned a region from 13 Colonies. Students will research push and pull factors that led people to immigrate to the region as well as the cultural, economic, and governmental factors, which shaped the region. Students will create a commercial trying to encourage Europeans from the time period to immigrate to their region.</li> <li>● <b>Push Factor vs. Pull Factor Comparison Project</b> – Students will create an interactive Venn Diagram, which compares push and pull factors pairs for immigration to America both during the colonial period and today.</li> <li>● <b>Triangle Trade Chart Project</b> – Students will generate an illustrated chart detailing each point on the Triangle Trade route.</li> <li>● <b>Founder’s Family Tree Project</b> – (Done during the New Republic Unit) Students will create an</li> </ul>

			interactive family tree, which traces the origins of the Founder's ideas on government from Europe through early Americans.
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Research Activities with cross curricular themes</li> <li>● Teacher gives students real life situations and students create an outcome</li> <li>● Engage in higher order thinking activities including developing a interactive presentations</li> <li>● Identify larger themes connecting this time period to others in history</li> <li>● Higher level text from class library including informational text and works of literature</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Google Translate</li> <li>● Pre-teach vocabulary</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Read aloud</li> <li>● Word Ring</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● Peer assistance</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Modeling</li> <li>● Leveled reading</li> <li>● Read aloud</li> <li>● Build background knowledge</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Pre-teach vocabulary</li> <li>● Picture associations with vocab</li> <li>● Build background knowledge of time</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> </ul>



## **SOC 6.1.8.A - Civics, Government, and Human Rights Strand**

**SOC 6.1.8.A.2.a** - Determine the roles of religious freedom and participatory government in various North American colonies.

**SOC 6.1.8.A.2.b** - Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

**SOC 6.1.8.A.2.c** - Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.

**Essential Question(s):** What push and pull factors led early colonists to immigrate to the New World? How did these factors shape the new institutions of government, economy and culture they built in the Americas?

**Vocabulary:** colony, push factor, pull factor, oppression, slavery, Triangle Trade, immigration, Confederacy, Mayflower Compact, House of Burgesses, Assembly, region, New England, Middle Colonies, Southern Colonies, Puritans, Separatists, Society of Friends, Amish, plantation, indentured servant, mercantilism

### **Overarching Skills Social Studies Standards Connections**

**SOC 6.3.8:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**SOC.6.3.8.CS1** -Recognize the causes and effects of prejudice on individuals, groups, and society.

**SOC.6.3.8.CS2** - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**SOC.6.3.8.CS3** -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**SOC.6.3.8.CS5** - Collaboratively develop and practice strategies for managing and resolving conflict.

**SOC.6.3.8.CS6** - Demonstrate understanding of democratic values and processes.

**SOC.6.3.8.CS7** - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**SOC.6.3.8.CS8** - Challenge unfair viewpoints and behaviors by taking action.

**SOC.6.3.8.CS9** - Make informed and reasoned decisions.

**SOC.6.3.8.CS10** - Accept decisions that are made for the common good.

### **Financial Literacy Standards (PFL.9.1.8.A.)**

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures.* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)

- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (13 Colonies Region Commercial Project)*

**21st Century Career Ready Practices (Standard 9):**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Technology Standards:**

**TECH.8.1.8.D** - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

**TECH.8.1.8.D.CS3** - Exhibit leadership for digital citizenship.

**TECH.8.1.8.D.5** - Understand appropriate uses for social media and the negative consequences of misuse.

**TECH.8.1.8.A.CS1** - Understand and use technology systems.

**TECH.8.1.8.A.CS2** - Select and use applications effectively and productively.

**TECH.8.1.8** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2** - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.A.3** - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**TECH.8.1.8.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

**TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.8.E** - Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.F** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.8.2.8** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**TECH.8.2.8.B** - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

**TECH.8.2.8.C** - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

### **Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History**

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d** - Establish and maintain a formal style.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e** - Establish and maintain a formal style and objective tone

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9** - Draw evidence from informational texts to support analysis, reflection, and research.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>SOC 6.1.8.A.2.a</b> - Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p><b>SOC 6.1.8.A.2.b</b> - Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p><b>SOC 6.1.8.A.2.c</b> - Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<ul style="list-style-type: none"> <li>● comparing and contrasting</li> <li>● acquiring vocabulary</li> <li>● analyzing events and date over time to see them in context</li> <li>● research using print and digital resources</li> <li>● write creatively with artistic expression</li> <li>● apply higher-order problem-solving strategies (synthesis)</li> <li>● integrating artistic expression as a means of demonstrating understanding</li> <li>● cooperative team building and problem solving</li> <li>● utilizing technology to present information in an engaging way</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction on key ideas of unit and informational text reading strategies</li> <li>● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis</li> <li>● Closing activities to analyze student understanding of the topic including exit cards</li> <li>● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic</li> <li>● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic</li> <li>● Collaborative presentation of work utilizing available technology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>13 Colonies Region Commercial Project</b> – Groups of students will be assigned a region from 13 Colonies. Students will research push and pull factors that led people to immigrate to the region as well as the cultural, economic, and governmental factors, which shaped the region. Students will create a commercial trying to encourage Europeans from the time period to immigrate.</li> <li>● <b>Push Factor vs. Pull Factor Comparison Project</b> – Students will create an interactive Venn Diagram, which compares push and pull factors pairs for immigration to America both during the colonial period and today.</li> <li>● <b>Triangle Trade Chart Project</b> – Students will generate an illustrated chart detailing each point on the Triangle Trade route.</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>

<ul style="list-style-type: none"> <li>● Research Activities with cross curricular themes</li> <li>● Teacher gives students real life situations and students create an outcome</li> <li>● Engage in higher order thinking activities including developing a interactive presentations &amp; posters</li> <li>● Identify larger themes connecting this time period to others in history</li> <li>● Higher level text from class library including informational text and works of literature</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Google Translate</li> <li>● Pre-teach vocabulary</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Read aloud</li> <li>● Word Ring</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● Peer assistance</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes</li> <li>● Small group, alternate location</li> <li>● Real World Scenarios</li> <li>● Modeling</li> <li>● Leveled reading</li> <li>● Read aloud</li> <li>● Build background knowledge</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Pre-teach vocabulary</li> <li>● Picture associations with vocab</li> <li>● Build background knowledge of time</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> </ul>
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## **SOC 6.1.8.B - Geography, People, and the Environment Strand**

**SOC 6.1.8.B.2.a** - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

**SOC 6.1.8.B.2.b** - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

**Essential Question(s):** What environmental factors attracted colonists to settle in each of the three regions of the Thirteen Colonies? How did competition for the use of natural resources shape relationships between Native American societies and the colonists?

**Vocabulary:** colony, push factor, pull factor, Iroquois Confederacy, Mayflower Compact, Separatists, Powhatan, tobacco, Jamestown, Plymouth, Starving Time, Thanksgiving, Squanto, region, New England, Middle Colonies, Southern Colonies, New France

### **Overarching Skills Social Studies Standards Connections**

**SOC 6.3.8:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**SOC.6.3.8.CS1** -Recognize the causes and effects of prejudice on individuals, groups, and society.

**SOC.6.3.8.CS2** - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**SOC.6.3.8.CS3** -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**SOC.6.3.8.CS5** - Collaboratively develop and practice strategies for managing and resolving conflict.

**SOC.6.3.8.CS6** - Demonstrate understanding of democratic values and processes.

**SOC.6.3.8.CS7** - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**SOC.6.3.8.CS8** - Challenge unfair viewpoints and behaviors by taking action.

**SOC.6.3.8.CS9** - Make informed and reasoned decisions.

**SOC.6.3.8.CS10** - Accept decisions that are made for the common good.

### **Financial Literacy Standards (PFL.9.1.8.A.)**

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)*
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (13 Colonies Region Commercial Project)*

### **21st Century Career Ready Practices (Standard 9):**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally..

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

### **Technology Standards:**

**TECH.8.1.8.A.CS1** - Understand and use technology systems.

**TECH.8.1.8.A.CS2** - Select and use applications effectively and productively.

**TECH.8.1.8** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2** - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.A.3** - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**TECH.8.1.8.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

**TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.8.E** - Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.F** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.8.2.8** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**TECH.8.2.8.B** - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

**TECH.8.2.8.C** - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

#### **Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History**

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d** - Establish and maintain a formal style.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e** - Establish and maintain a formal style and objective tone

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.



**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9** - Draw evidence from informational texts to support analysis, reflection, and research.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>SOC 6.1.8.B.2.a</b> - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p><b>SOC 6.1.8.B.2.b</b> - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p>	<ul style="list-style-type: none"> <li>● comparing and contrasting</li> <li>● acquiring vocabulary</li> <li>● analyzing events and date over time to see them in context</li> <li>● research using print and digital resources</li> <li>● write creatively with artistic expression</li> <li>● apply higher-order problem-solving strategies (synthesis)</li> <li>● integrating artistic expression as a means of demonstrating understanding</li> <li>● cooperative team building and problem solving</li> <li>● utilizing technology to present information in an engaging way</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction on key ideas of unit and informational text reading strategies</li> <li>● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis</li> <li>● Closing activities to analyze student understanding of the topic including exit cards</li> <li>● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic</li> <li>● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic</li> <li>● Collaborative presentation of work utilizing available technology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>13 Colonies Region Commercial Project</b> – Groups of students will be assigned a region from 13 Colonies. Students will research push and pull factors that led people to immigrate to the region as well as the cultural, economic, and governmental factors, which shaped the region. Students will create a commercial trying to encourage Europeans from the time period to immigrate to their region.</li> <li>● <b>Push Factor vs. Pull Factor Comparison Project</b> – Students will create an interactive Venn Diagram, which compares push and pull factors pairs for immigration to America both during the colonial period and today.</li> <li>● <b>Triangle Trade Chart Project</b> – Students will generate an illustrated chart detailing each point on the Triangle Trade route.</li> </ul>
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> <li>● Research Activities with cross curricular themes</li> <li>● Teacher gives students real life situations and students create an outcome</li> <li>● Engage in higher order thinking activities</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech-book with the following accommodations                             <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Google Translate</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations                             <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Extended time</li> <li>● Modified assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> </ul>

<p>including developing a interactive presentations</p> <ul style="list-style-type: none"> <li>● Identify larger themes connecting this time period to others in history</li> <li>● Higher level text from class library including informational text and works of literature</li> </ul>	<ul style="list-style-type: none"> <li>● Pre-teach vocabulary</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Read aloud</li> <li>● Word Ring</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● Peer assistance</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Modeling</li> <li>● Leveled reading</li> <li>● Read aloud</li> <li>● Build background knowledge</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Pre-teach vocabulary</li> <li>● Picture associations with vocab</li> <li>● Build background knowledge of time period</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	
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### **SOC 6.1.8.C - Economics, Innovation, and Technology Strand**

**SOC 6.1.8.C.2.a** - Compare the practice of slavery and indentured servitude in Colonial labor systems.

**SOC 6.1.8.C.2.b** - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

**SOC 6.1.8.C.2.c** - Analyze the impact of triangular trade on multiple nations and groups.

**Essential Question(s):** How did the triangle trade system shape the demand for labor in the New World? What economic and cultural impacts did triangle trade both in the Americas and abroad create?

**Vocabulary:** colony, push factor, pull factor, oppression, slavery, triangle trade, immigration, New England, Middle Colonies, Southern Colonies, plantation, indentured servant, mercantilism

#### **Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements**

**SOC 6.3.8:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**SOC.6.3.8.CS1** -Recognize the causes and effects of prejudice on individuals, groups, and society.

**SOC.6.3.8.CS2** - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**SOC.6.3.8.CS3** -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**SOC.6.3.8.CS5** - Collaboratively develop and practice strategies for managing and resolving conflict.

**SOC.6.3.8.CS6** - Demonstrate understanding of democratic values and processes.

**SOC.6.3.8.CS7** - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**SOC.6.3.8.CS8** - Challenge unfair viewpoints and behaviors by taking action.

**SOC.6.3.8.CS9** - Make informed and reasoned decisions.

**SOC.6.3.8.CS10** - Accept decisions that are made for the common good.

#### **Financial Literacy Standards (PFL.9.1.8.A.)**

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures.* (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project, Triangle Trade Chart Project)

- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (13 Colonies Region Commercial Project)*

**21st Century Career Ready Practices (Standard 9):**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Technology Standards:**

**TECH.8.1.8.A.CS1** - Understand and use technology systems.

**TECH.8.1.8.A.CS2** - Select and use applications effectively and productively.

**TECH.8.1.8** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2** - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.A.3** - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**TECH.8.1.8.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

**TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.8.E** - Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.F** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.8.2.8** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**TECH.8.2.8.B** - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

**TECH.8.2.8.C** - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

### **Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History**

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d** - Establish and maintain a formal style.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e** - Establish and maintain a formal style and objective tone

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9** - Draw evidence from informational texts to support analysis, reflection, and research.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>SOC 6.1.8.C.2.a</b> - Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p><b>SOC 6.1.8.C.2.b</b> - Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p><b>SOC 6.1.8.C.2.c</b> - Analyze the impact of triangular trade on multiple nations and groups..</p>	<ul style="list-style-type: none"> <li>● comparing and contrasting</li> <li>● acquiring vocabulary</li> <li>● analyzing events and date over time to see them in context</li> <li>● research using print and digital resources</li> <li>● write creatively with artistic expression</li> <li>● apply higher-order problem-solving strategies (synthesis)</li> <li>● integrating artistic expression as a means of demonstrating understanding</li> <li>● cooperative team building and problem solving</li> <li>● utilizing technology to present information in an engaging way</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction on key ideas of unit and informational text reading strategies</li> <li>● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis</li> <li>● Closing activities to analyze student understanding of the topic including exit cards</li> <li>● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic</li> <li>● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic</li> <li>● Collaborative presentation of work utilizing available technology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>13 Colonies Region Commercial Project</b> – Groups of students will be assigned a region from 13 Colonies. Students will research push and pull factors that led people to immigrate to the region as well as the cultural, economic, and governmental factors, which shaped the region. Students will create a commercial trying to encourage Europeans from the time period to immigrate to their region.</li> <li>● <b>Push Factor vs. Pull Factor Comparison Project</b> – Students will create an interactive Venn Diagram, which compares push and pull factors pairs for immigration to America both during the colonial period and today.</li> <li>● <b>Triangle Trade Chart Project</b> – Students will generate an illustrated chart detailing each point on the Triangle Trade route.</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Research Activities with cross curricular themes</li> <li>● Teacher gives students real life situations and</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech-book with the following accommodations               <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations               <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> </ul>

<p>students create an outcome</p> <ul style="list-style-type: none"> <li>● Engage in higher order thinking activities including developing a interactive presentations</li> <li>● Identify larger themes connecting this time period to others in history</li> <li>● Higher level text from class library including informational text and works of literature</li> </ul>	<ul style="list-style-type: none"> <li>● Highlighting text and keeping notes within text</li> <li>● Google Translate</li> <li>● Pre-teach vocabulary</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Read aloud</li> <li>● Word Ring</li> <li>● Build background knowledge</li> <li>● Picture Associations</li> <li>● Partner Work</li> <li>● Peer assistance</li> <li>● For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● Highlighting text and keeping notes within text</li> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> <li>● Small group, alternate location</li> <li>● Real World Cause and Effect Scenarios</li> <li>● Modeling</li> <li>● Leveled reading</li> <li>● Read aloud</li> <li>● Build background knowledge</li> <li>● Oral/visual reminders</li> <li>● Peer assistance</li> <li>● Pre-teach vocabulary</li> <li>● Picture associations with vocab</li> <li>● Build background knowledge of time period</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	
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### **SOC 6.1.8.D - History, Culture, and Perspectives Strand**

**SOC 6.1.8.D.2.a** - Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

**SOC 6.1.8.D.2.b** - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

**Essential Question(s):** What role did religion play in ancient religious societies, and what role does it play in society today? How did the practices of ancient religions compare to those worshiped today? How can we see the influences of ancient river societies in our lives today?

**Vocabulary:** colony, push factor, pull factor, oppression, slavery, Triangle Trade, immigration, Magna Carta, English Bill of Rights, Mayflower Compact, House of Burgesses, Assembly, region, New England, Middle Colonies, Southern Colonies, indentured servant, plantation, imperialism, New France, Dutch, New Spain

#### **Overarching Skills Social Studies Standards Connections**

**SOC 6.3.8:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**SOC.6.3.8.CS1** -Recognize the causes and effects of prejudice on individuals, groups, and society.

**SOC.6.3.8.CS2** - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

**SOC.6.3.8.CS3** -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

**SOC.6.3.8.CS5** - Collaboratively develop and practice strategies for managing and resolving conflict.

**SOC.6.3.8.CS6** - Demonstrate understanding of democratic values and processes.

**SOC.6.3.8.CS7** - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

**SOC.6.3.8.CS8** - Challenge unfair viewpoints and behaviors by taking action.

**SOC.6.3.8.CS9** - Make informed and reasoned decisions.

**SOC.6.3.8.CS10** - Accept decisions that are made for the common good.

#### **Financial Literacy Standards (PFL.9.1.8.A.)**

- ***PFL.9.1.8.A.2*** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- ***PFL.9.1.8.A.3*** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- ***PFL.9.1.8.A.4*** - *Relate earning power to quality of life across cultures. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*
- ***PFL.9.1.8.A.5*** - *Relate how the demand for certain skills determines an individual's earning power. (13 Colonies Region Commercial Project, Push Factor vs. Pull Factor Comparison Project)*



- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (13 Colonies Region Commercial Project)

**21st Century Career Ready Practices (Standard 9):**

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

**Technology Standards:**

**TECH.8.1.8.A.CS1** - Understand and use technology systems.

**TECH.8.1.8.A.CS2** - Select and use applications effectively and productively.

**TECH.8.1.8** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

**TECH.8.1.8.A.2** - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**TECH.8.1.8.A.3** - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**TECH.8.1.8.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

**TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.

**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

**TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.

**TECH.8.1.8.E** - Students apply digital tools to gather, evaluate, and use information.

**TECH.8.1.8.F** - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**TECH.8.2.8** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**TECH.8.2.8.B** - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

**TECH.8.2.8.C** - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

### **Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History**

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d** - Establish and maintain a formal style.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e** - Provide a concluding statement or section that follows from and supports the argument presented.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a** - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b** - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e** - Establish and maintain a formal style and objective tone

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9** - Draw evidence from informational texts to support analysis, reflection, and research.

**LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10** - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p><b>SOC 6.1.8.D.2.a</b> - Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p><b>SOC 6.1.8.D.2.b</b> - Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<ul style="list-style-type: none"> <li>● comparing and contrasting</li> <li>● acquiring vocabulary</li> <li>● analyzing events and date over time to see them in context</li> <li>● research using print and digital resources</li> <li>● write creatively with artistic expression</li> <li>● apply higher-order problem-solving strategies (synthesis)</li> <li>● integrating artistic expression as a means of demonstrating understanding</li> <li>● cooperative team building and problem solving</li> <li>● utilizing technology to present information in an engaging way</li> </ul>	<ul style="list-style-type: none"> <li>● Small group instruction on key ideas of unit and informational text reading strategies</li> <li>● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis</li> <li>● Closing activities to analyze student understanding of the topic including exit cards</li> <li>● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic</li> <li>● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic</li> <li>● Collaborative presentation of work utilizing available technology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>13 Colonies Region Commercial Project</b> – Groups of students will be assigned a region from 13 Colonies. Students will research push and pull factors that led people to immigrate to the region as well as the cultural, economic, and governmental factors, which shaped the region. Students will create a commercial trying to encourage Europeans from the time period to immigrate to their region.</li> <li>● <b>Push Factor vs. Pull Factor Comparison Project</b> – Students will create an interactive Venn Diagram, which compares push and pull factors pairs for immigration to America both during the colonial period and today.</li> </ul>
<b>Differentiation/Accommodations/Modifications</b>			
<b>Gifted and Talented</b>	<b>English Language Learners</b>	<b>Students with Disabilities</b>	<b>Students at Risk of School Failure</b>
<ul style="list-style-type: none"> <li>● Research Activities with cross curricular themes</li> <li>● Teacher gives students real life situations and students create an outcome</li> <li>● Engage in higher order thinking activities including developing a interactive presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech-book with the following accommodations                             <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Google Translate</li> <li>● Pre-teach vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations                             <ul style="list-style-type: none"> <li>● Audio book</li> <li>● Video clips</li> <li>● Highlighting text and keeping notes within text</li> </ul> </li> <li>● Extended time</li> <li>● Modified assignments</li> <li>● Teacher prepared notes on small group lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Tier II and Tier III intervention</li> <li>● Morning tutoring</li> <li>● After school program</li> <li>● Parental contact</li> <li>● Student mentoring</li> </ul>

<ul style="list-style-type: none"> <li>• Identify larger themes connecting this time period to others in history</li> <li>• Higher level text from class library including informational text and works of literature</li> </ul>	<ul style="list-style-type: none"> <li>• Real World Cause and Effect Scenarios</li> <li>• Read aloud</li> <li>• Word Ring</li> <li>• Build background knowledge</li> <li>• Picture Associations</li> <li>• Partner Work</li> <li>• Peer assistance</li> <li>• For more, see <a href="http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Small group, alternate location</li> <li>• Real World Cause and Effect Scenarios</li> <li>• Modeling</li> <li>• Leveled reading</li> <li>• Read aloud</li> <li>• Build background knowledge</li> <li>• Oral/visual reminders</li> <li>• Peer assistance</li> <li>• Pre-teach vocabulary</li> <li>• Picture associations with vocab</li> <li>• Build background knowledge of time period</li> <li>• Refer to each student's IEP for more specific modifications</li> </ul>	
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