

Moonachie School District Social Studies Curriculum: Grade 7

Expansion and Reform Unit

Expansion and Reform (1801-1861)

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 Tests – New Republic, Westward Expansion, Causes of the US Civil War
- Weekly vocabulary and map skill quizzes on Senteo Smart Device
- US Territorial Expansion classwork map & quiz
- BrainPop!
- Corps of Discovery Museum Project
- Industrial Revolution Innovation Commercial Project
- Oregon Trail Journal Project
- Andrew Jackson: Emperor or Executive Debate Project
- Organization for Reform Home Page Project
- Underground Railroad Journal Project
- Causes of the US Civil War Sketches Project
- North and South Interactive Venn Diagram 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, Westward, Oregon Trail, Trail of Tears, Think Fast: Underground Rail Road
- Laptop & Desktop computers permanently available in the room
- **New Republic webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/New_Republic
- **Westward Expansion webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Westward_Expansion
- **Cause of the Civil War webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Causes_of_the_US_Civil_War

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:

- **New Republic webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/New_Republic

- **Westward Expansion webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Westward_Expansion

- **Cause of the Civil War webpage:**

http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Causes_of_the_US_Civil_War

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Social Studies Curriculum: Grade 7

NJSLS Standard SOC.6.1.8.4 - Expansion and Reform (1801-1861)

Era Strand (Expansion and Reform) SOC.6.1.8.CS4 - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Essential Question(s): What technological and cultural factors led a large portion of the US population to immigrate westward during the 19th century? Describe the cause and effect cycle of events, which led the US government to expand its territorial claims during the 19th century. What effects did US westward expansion have on Native American & societies, African American slaves?

Vocabulary: expansion, industrialization, agrarian society, cotton gin, immigration, push factor, pull factor, labor, slavery, plantation economy, Manifest Destiny, railroad, canals, pioneer, treaty, Oregon Trail

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.CS4 - Listen open-mindedly to views contrary to their own.

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.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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. (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Industrial Revolution Innovation Commercial Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)

- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Industrial Revolution Innovation Commercial Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (Industrial Revolution Innovation Commercial Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Industrial Revolution Innovation Commercial Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Industrial Revolution Innovation Commercial Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate 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>SOC 6.1.8.CS4 - Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> | <ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way | <ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology | <ul style="list-style-type: none"> ● Industrial Revolution Innovation Commercial Project – Students will research one of the major technological innovations, which improved productivity or transportation leading to the Industrial Revolution and Westward Expansion. They will then make a persuasive commercial highlighting the innovation’s features and historical impact. ● Oregon Trail Journal Project – Using the Oregon Trail Apps, students will plan and chart a journey across the US as a pioneer. Students will keep a journal as if they were on of the pioneers on their journey. ● Andrew Jackson: Emperor or Executive Debate Project – Students will debate whether |

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| | <ul style="list-style-type: none"> utilizing dramatic expression as a means of demonstrating understanding | | <p>Andrew Jackson should be taken off of the \$20 bill. Topics will include Trail of Tears & Bank Wars.</p> <ul style="list-style-type: none"> Organization for Reform: Home Page Project – Students will research one of the different reform movements that evolved during the mid-19th century including suffrage, temperance, prison reform, trade unions & abolition. They will develop a web page designed to recruit others to their cause. Underground Railroad Journal – students will research life on the Underground Railroad. Students will then draft a fictional account of an escaped slave that accurately reflects their research. |
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Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
|---|--|---|--|
| <ul style="list-style-type: none"> Research Activities with cross curricular themes Teacher gives students real life situations and students create an outcome Engage in higher order thinking activities including developing a interactive presentations Identify larger themes connecting this time period to others in history Higher level text from class library including informational text and works of literature | <ul style="list-style-type: none"> Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Google Translate Pre-teach vocabulary Real World Cause and Effect Scenarios Read aloud Word Ring Build background knowledge Picture Associations Partner Work Peer assistance | <ul style="list-style-type: none"> Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Extended time Modified assignments Teacher prepared notes on small group lessons Small group, alternate location Real World Cause and Effect Scenarios Modeling Leveled reading Read aloud Build background knowledge | <ul style="list-style-type: none"> Tier II and Tier III intervention Morning tutoring After school program Parental contact Student mentoring |

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|--|---|---|--|
| | <ul style="list-style-type: none">• For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf | <ul style="list-style-type: none">• Oral/visual reminders• Peer assistance• Pre-teach vocabulary• Picture associations with vocab• Build background knowledge of time• Refer to each student's IEP for more specific modifications | |
|--|---|---|--|

SOC.6.1.8.C.4 - Civics, Government, and Human Rights Strand

SOC.6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

SOC.6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Essential Question(s): What technological and cultural factors led a large portion of the US population to immigrate westward during the 19th century? How did the debates about the National Bank, uniform currency, and tariffs shape the presidency of Andrew Jackson and the question of secession? How did the technological innovations of the 19th Century shape the lives of entrepreneurs, labor, immigrants, women, children, Native Americans and slaves?

Vocabulary: Jacksonian Era, expansion, industrialization, agrarian society, cotton gin, immigration, labor, slavery, plantation economy, Manifest Destiny, railroad, canals, treaty, Nation Bank, debt, tariff, economy, currency

Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements

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

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- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project) (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
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- **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.

- **Financial Literacy - 9.1.4.C.2** - Identify common sources of credit
- **Financial Literacy - 9.1.4.C.4** - Determine the relationships among income, expenses, and interest

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.

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>SOC.6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> | <ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression | <ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards | <ul style="list-style-type: none"> ● Industrial Revolution Innovation Commercial Project – Students will research one of the major technological innovations, which improved productivity or transportation leading to the Industrial Revolution and Westward Expansion. They will then make a persuasive commercial highlighting the innovation’s features and historical impact. |

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| <p>SOC.6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>SOC.6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> | <ul style="list-style-type: none"> • apply higher-order problem-solving strategies (synthesis) • integrating artistic expression as a means of demonstrating understanding • cooperative team building and problem solving • utilizing technology to present information in an engaging way | <ul style="list-style-type: none"> • Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic • Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic • Collaborative presentation of work utilizing available technology | <ul style="list-style-type: none"> • Andrew Jackson: Emperor or Executive Debate Project – Students will debate whether Andrew Jackson should be taken off of the \$20 bill. Topics will include Trail of Tears & Bank Wars. |
|--|---|---|--|

Differentiation/Accommodations/Modifications

| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
|---|---|--|--|
| <ul style="list-style-type: none"> • Research Activities with cross curricular themes • Teacher gives students real life situations and students create an outcome • Engage in higher order thinking activities including developing a interactive presentations & posters • Identify larger themes connecting this time period to others in history • Higher level text from class library including informational text and works of literature | <ul style="list-style-type: none"> • Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> • Audio book • Video clips • Highlighting text and keeping notes within text • Google Translate • Pre-teach vocabulary • Real World Cause and Effect Scenarios • Read aloud • Word Ring • Build background knowledge • Picture Associations • Partner Work • Peer assistance • For more, see http://www.state.nj.us/educati | <ul style="list-style-type: none"> • Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> • Audio book • Video clips • Highlighting text and keeping notes within text • Extended time • Modified assignments • Teacher prepared notes • Small group, alternate location • Real World Scenarios • Modeling • Leveled reading • Read aloud • Build background knowledge • Oral/visual reminders • Peer assistance • Pre-teach vocabulary • Picture associations with vocab | <ul style="list-style-type: none"> • Tier II and Tier III intervention • Morning tutoring • After school program • Parental contact • Student mentoring |

| | | | |
|--|---|--|--|
| | on/modelcurriculum/ela/ellscaffolding/3u1.pdf | <ul style="list-style-type: none">• Build background knowledge of time• Refer to each student's IEP for more specific modifications | |
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SOC 6.1.8.B.4 - Geography, People, and the Environment Strand

SOC.6.1.8.B.4.a - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOC.6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action

Essential Question(s): How did Westward Expansion impact the United States politically, economically and culturally? What short and long term impacts were felt by Native American societies as result of the U.S. expansion into new territories during the 19th Century?

Vocabulary: Corps of Discovery, ambassador, cartography, quartermaster, pioneer, Oregon Trail, Mexican-American War, Seminole Wars, Trail of Tears, genocide, territory

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.CS4 - Listen open-mindedly to views contrary to their own.

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.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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. **(Andrew Jackson: Emperor or Executive Debate Project)**

- **PFL.9.1.8.A.2** - *Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Corps of Discovery Museum Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project)*
- **PFL.9.1.8.A.3** - *Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Corps of Discovery Museum Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project)*
- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (Corps of Discovery Museum Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (Corps of Discovery Museum Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (Corps of Discovery Museum Project, Oregon Trail Journal Project, Andrew Jackson: Emperor or Executive Debate Project)*
- **PFL.9.1.8.A.7** - *Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Andrew Jackson: Emperor or Executive Debate 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.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **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>SOC.6.1.8.B.4.a - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>SOC.6.1.8.B.4.b - Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> | <ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving | <ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology | <ul style="list-style-type: none"> ● Corps of Discovery Museum Project – Groups of students will be assigned to become a Corps of Discovery. Each member of the group will be responsible for researching and expressing understanding about one aspect of the achievements of the Corps of Discovery. Students will investigate the roles of diplomats, cartographers, quartermasters, and naturalists. ● Andrew Jackson: Emperor or Executive Debate Project – Students will debate whether Andrew Jackson should be taken off of the \$20 bill. Topics will include Trail of Tears & Bank Wars. ● Oregon Trail Journal Project – Using the Oregon Trail Apps, |

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| | <ul style="list-style-type: none"> utilizing technology to present information in an engaging way | | <p>students will plan and chart a journey across the US as a pioneer. Students will keep a journal as if they were on of the pioneers on their journey.</p> <ul style="list-style-type: none"> US Territorial Expansion Map – Students will generate an illustrated map depicting the course of US Territorial Expansion. |
|--|--|--|---|

Differentiation/Accommodations/Modifications

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

SOC 6.1.8.C.4 - Economics, Innovation, and Technology Strand

SOC.6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

SOC.6.1.8.C.4.b - Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

SOC.6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.

Essential Question(s): What technological and cultural factors led a large portion of the US population to immigrate westward during the 19th century? How did the debates about the National Bank, uniform currency, and tariffs shape the presidency of Andrew Jackson and the question of secession? How did the technological innovations of the 19th Century shape the lives of entrepreneurs, labor, immigrants, women, children, Native Americans and slaves?

Vocabulary: expansion, industrialization, agrarian society, cotton gin, immigration, labor, slavery, plantation economy, Manifest Destiny, railroad, canals, treaty, Nation Bank, debt, tariff, economy, currency

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.CS4 - Listen open-mindedly to views contrary to their own.

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.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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. (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.5** - Relate Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate Project, Organization for Reform: Home Page Project)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Industrial Revolution Innovation Commercial Project, Andrew Jackson: Emperor or Executive Debate 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.
- **Financial Literacy - 9.1.4.C.2** - Identify common sources of credit
- **Financial Literacy - 9.1.4.C.4** - Determine the relationships among income, expenses, and interest 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>SOC.6.1.8.C.4.a - Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>SOC.6.1.8.C.4.b - Explain how major technological developments revolutionized land and water</p> | <ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) | <ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic | <ul style="list-style-type: none"> ● Industrial Revolution Innovation Commercial Project – Students will research one of the major technological innovations, which improved productivity or transportation leading to the Industrial Revolution and Westward Expansion. They will then make a persuasive commercial highlighting the innovation’s features and historical impact. ● Andrew Jackson: Emperor or Executive Debate Project – Students will debate whether |

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| <p>transportation, as well as the economy, in New Jersey and the nation.</p> <p>SOC.6.1.8.C.4.c - Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> | <ul style="list-style-type: none"> ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way | <ul style="list-style-type: none"> ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology | <p>Andrew Jackson should be taken off of the \$20 bill. Topics will include Trail of Tears & Bank Wars.</p> <p>● Organization for Reform: Home Page Project – Students will research one of the different reform movements that evolved during the mid-19th century including suffrage, temperance, prison reform, trade unions & abolition. They will develop a web page designed to recruit others to their cause.</p> |
|--|--|--|--|

Differentiation/Accommodations/Modifications

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

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|--|--|---|--|
| | | <ul style="list-style-type: none">• Refer to each student's IEP for more specific modifications | |
|--|--|---|--|

SOC 6.1.8.D.4 - History, Culture, and Perspectives Strand

SOC.6.1.8.D.4.a - Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted..

SOC.6.1.8.D.4.b - Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

SOC.6.1.8.D.4.c - Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

6.3.8.D.1 Engage in simulated democratic processes to understand how conflicting points of view are addressed in a democratic society

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: push factor, pull factor, oppression, slavery, abolition, temperance, suffrage, reform, immigration, industrialization, agrarian society, cotton gin, immigration, labor, slavery, plantation economy

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.CS4 - Listen open-mindedly to views contrary to their own.

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.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

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 (**Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page Project)**)**PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and

skills. (Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page Project)

- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page Project)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page Project)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page Project)*

PFL.9.1.8.A.7 - *Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Push Factor vs. Pull Factor Comparison, (North and South Interactive Venn Diagram Project, Organization for Reform: Home Page 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>SOC.6.1.8.D.4.a - Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted..</p> <p>SOC.6.1.8.D.4.b - Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>SOC.6.1.8.D.4.c - Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p> | <ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way | <ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology | <ul style="list-style-type: none"> ● Organization for Reform: Home Page Project – Students will research one of the different reform movements that evolved during the mid-19th century including suffrage, temperance, prison reform, trade unions & abolition. They will develop a web page designed to recruit others to their cause. ● Underground Railroad Journal – students will research life on the Underground Railroad. Students will then draft a fictional account of an escaped slave that accurately reflects their research. ● North and South Interactive Venn Diagram Project – Students will create an interactive Venn Diagram which compares the environment, economy, labor force, political power, and societal problems of the North and South |

| | | | <ul style="list-style-type: none"> ● Push Factor vs. Pull Factor Comparison– Students will create a Venn Diagram, which compares push and pull factors pairs for immigration to America both during the 19th Century and today. |
|---|---|--|--|
| Differentiation/Accommodations/Modifications | | | |
| Gifted and Talented | English Language Learners | Students with Disabilities | Students at Risk of School Failure |
| <ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature | <ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf | <ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student's IEP for more specific modifications | <ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring |