

**Moonachie School District  
Social Studies Curriculum:  
Grades 7 & 8**

**Revolution and the New Nation Unit**

Revolution and the New Nation (1754-1820s)

The following maps outline the NJSLs for grades seven & eight 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 – Causes of the Revolution, The American Revolution, Constitutional Convention, New Republic, Civics
- Weekly vocabulary and map skill quizzes on Senteo Smart Device
- BrainPop!
- Class observation
- Anticipatory sets including think pair share, inside outside circle, or media response
- Exit Cards & other closing activities

Done during 7<sup>th</sup> grade American Revolution and New Republic Unit

- French & Indian War Cause and Effect Flipbook Project
- Sons of Liberty Editorial Project
- Boston Massacre Political Cartoon Project
- Intolerable Acts Prezi Project
- Causes of the American Revolution Sketches Project
- Founder Facebook Profile Page Project
- Common Sense Liberty Tree Poster Project
- Declaration of Independence Play
- Tweet of Independence Project
- Independence Four-Way Debate
- Independence Four Way Debate Project
- Revolutionary War News Correspondent Project
- Article of Confederation Congressional Analysis Project
- Constitutional Convention Play
- Debates of the Constitution Propaganda Commercials Project
- Founder's Family Tree Project
- Precedent President Project
- Hamilton vs. Jefferson Competing Visions of America Project
- Adams on Trial debate

Done during 8<sup>th</sup> grade Civics Unit

- What is America? – Design a homepage for the US Project
- Preamble Picture Book Project
- How a Bill Becomes a Law Skit Project
- Presidential Election Mockumentary Project

- Presidential Paper Dolls Project
- Fairytale Mock Trial Unit
- Rapping Up the Branches of Government Project
- Supreme Decision: 1<sup>st</sup> Amend Rights on Trial Project
- Youth in Government municipal government celebration
- Amendment Alternate Reality Project
- Political Ideology Debate Project

### **Resources:**

- Discovery Education Tech-Books: <https://app.discoveryeducation.com>
- Smart Board & Smart Technologies
- iPad Apps – Montessori Maps, 1776: Declaration, The Revolution, Think Fast: Boston Massacre, American Revolution Interactive, My Congress, The Presidency, iElect, We the People: Constitution, USA Manual, You 4 Prez, Kids Discover Washington, D.C., The Presidents
- 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)

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**Social Studies Curriculum: Grade 7**

**NJSLS Standard. SOC 6.1.8.3 - Revolution and the New Nation (1754-1820s)**

**Era Strand** (Revolution and the New Nation ) **SOC 6.1.8.CS3** Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

**6.3.8.A.1** - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

**Essential Question(s):** Describe the course of cause and effect events that led the 13 British North American colonies to declare independence. What fundamental principles shaped the ideas of the Framers of the Constitution? How do we see the effects of those principles in the US government today?

**Vocabulary:** French & Indian War, colony, liberty, natural rights, independence, constitution, preamble, bill of rights, taxation without representation, revolution, tyranny, republic cause & effect  
natural rights, independence, U.S. Constitution, The Preamble, U.S. Bill of rights,

**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. (Sons of Liberty Editorial)*
- *PFL.9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Sons of Liberty Editorial & Mission.US.org activity)*
- *PFL.9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Mission.US.org activity)*
- *PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power. (Mission.US.org activity)*
- *PFL.9.1.8.A.6 - Explain how income affects spending decisions (Sons of Liberty Editorial)*
- *PFL.9.1.8.A.7 - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Sons of Liberty Editorial)*

### **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.
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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.CS3</b> - Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</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> </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</li> </ul>	<p>grade</p> <ul style="list-style-type: none"> <li>● <b>French &amp; Indian War Cause and Effect Flipbook Project</b> – Students will generate at web-based flipbook, which shows the cause and effect relationship between the different events of the French &amp; Indian War.</li> <li>● <b>Sons of Liberty Editorial Project</b> – Students will write editorial letters in protest of one of the laws, which angered American colonists leading up to the American Revolution.</li> <li>● <b>Boston Massacre Political Cartoon Project</b> - Students will generate two political cartoons which show the perspectives of both patriots and Loyalists in relation to the Boston Massacre.</li> <li>● <b>Intolerable Acts Prezi Project</b> – Students will examine each of the laws of the Intolerable Acts, and generate a Prezi that gives a recommendation to the Continental Congress on how to respond.</li> <li>● <b>Causes of the American Revolution Sketches Project</b> – Student groups will be assigned one of the causes of the American Revolution. Student groups will create original plays showing what lead to their</li> </ul>



	<ul style="list-style-type: none"> <li>utilizing technology to present information in an engaging way</li> <li>utilizing dramatic expression as a means of demonstrating understanding</li> </ul>	<p>skills to express understanding of the topic</p> <ul style="list-style-type: none"> <li>Collaborative presentation of work utilizing available technology</li> </ul>	<p>event and the effects it and on steering America toward revolution.</p> <ul style="list-style-type: none"> <li><b>Common Sense Liberty Tree Poster</b> – design a poster that could be hung on the Liberty Tree which reflects the main ideas of Thomas Paine’s Common Sense.</li> <li><b>Declaring Independence Play</b> – Students will participate in a reenactment of the 2<sup>nd</sup> Continental Congress.</li> <li><b>Tweets of Independence</b> – Students will translate the Declaration of Independence into a form which would work in modern social media</li> <li><b>Four-way Independence Debate</b> – Students will break into four groups representing members of the Congress &amp; Parliament, as well as Patriots &amp; Loyalists. Students will debate the question of whether US should declare independence from Britain.</li> <li><b>Founder’s Family Tree Project</b> –Students will create an interactive family tree, which traces the origins of the Founder’s ideas on government from Europe through early Americans.</li> <li><b>Constitutional Convention Play</b> – Students will participate in a reenactment of the Constitutional Convention.</li> <li><b>Debates of the Constitution Propaganda Commercials Project</b> – Students will research one of the debates of the Framers that affected the drafting of the US Constitution and US Bill of Rights. Students will general propaganda commercials for one of the sides of the argument.</li> </ul> <p><b>8<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li><b>What is America? – Design a homepage for the US Project</b> –Students will design a home page for the US, which reflects its geographic, economic, and cultural characteristics, as well as it principles.</li> </ul>
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			<ul style="list-style-type: none"> <li>● <b>Preamble Picture Book Project</b> Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble.</li> <li>● <b>How a Bill Becomes a Law Skit Project</b> – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.</li> <li>● <b>Presidential Election Mockumentary Project</b> – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.</li> <li>● <b>Presidential Paper Dolls Project</b> – Students will research the powers of the POTUS. Students will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.</li> <li>● <b>Fairytales Mock Trial Unit</b> – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class.</li> <li>● <b>Rapping Up the Branches of Government Project</b> – After investigating each of the branches of government students will have to compose an original rap song describing the features of one of the branches.</li> <li>● <b>Political ideology Debate</b> – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights.</li> </ul>
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**Differentiation/Accommodations/Modifications**

<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</li> <li>● Audio book</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education Tech- book with the following accommodations</li> <li>● Audio book</li> <li>● Video clips</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> </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>● Video clips</li> <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</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Student mentoring</li> </ul>
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### **SOC 6.1.8.A.3 - Civics, Government, and Human Rights Strand**

**SOC 6.1.8.A.3.a** - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

**SOC 6.1.8.A.3.b** - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

**SOC 6.1.8.A.3.c** - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

**SOC 6.1.8.A.3.d** - Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

**SOC 6.1.8.A.3.e** - Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

**SOC 6.1.8.A.3.f** - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

**SOC 6.1.8.A.3.g** - Evaluate the impact of the Constitution and Bill of Rights on current day issues.

**Essential Question(s):** How did do the words of the Declaration of Independence reflect the ideal of natural rights? Did the principles of the Declaration of Independence apply equally to all Americans when it was written? How did the ideas of the Declaration of Independence frame the struggle for natural rights for groups like women, Native Americans, African Americans, and others? What compromises did the Framers of the Constitution undertake in order come up with a common framework of government that worked for all? How has the civil liberties protected in the Constitution been threatened by US laws throughout our history? What impacts do the Constitution and Bill of Rights have on shaping the current issues facing the US? What debates led to the forming of the US political party system, and how are they reflected in the current political discourse?

**Vocabulary:** civil liberty, French & Indian War, colony, liberty, natural rights, independence, constitution, preamble, bill of rights, taxation without representation, revolution, tyranny, republic cause & effect  
natural rights, independence, U.S. Constitution, The Preamble, U.S. Bill of rights,  
taxation without representation, revolution, tyranny, republic, sedition, Articles of Confederation, federalism, state's rights

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

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**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. (Constitutional Convention Play, Hamilton vs. Jefferson Competing Visions of America Project, Political ideology Debate)***
- ***PFL.9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Constitutional Convention Play, Debates of the Constitution Propaganda Commercials Project, Hamilton vs. Jefferson Competing Visions of America Project, Amendment Alternate Reality Project, Political ideology Debate)***
- ***PFL.9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Hamilton vs. Jefferson Competing Visions of America Project, Political ideology Debate)***
- ***PFL.9.1.8.A.4 - Relate earning power to quality of life across cultures. (Constitutional Convention Play, Debates of the Constitution Propaganda Commercials Project, Hamilton vs. Jefferson Competing Visions of America Project, Amendment Alternate Reality Project, Political ideology Debate)***
- ***PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power. (Hamilton vs. Jefferson Competing Visions of America Project, Political ideology Debate)***
- ***PFL.9.1.8.A.6 - Explain how income affects spending decisions (Constitutional Convention Play, Amendment Alternate Reality Project, Political ideology Debate)***
- ***PFL.9.1.8.A.7 - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Political ideology Debate)***

### **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.
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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.3.a</b> - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p><b>SOC 6.1.8.A.3.b</b> - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p><b>SOC 6.1.8.A.3.c</b> - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p><b>SOC 6.1.8.A.3.d</b> - Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</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>	<p><b>7<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>Constitutional Convention Play</b> – Students will participate in a reenactment of the Constitutional Convention.</li> <li>● <b>Debates of the Constitution Propaganda Commercials Project</b> – Students will research one of the debates of the Framers that affected the drafting of the US Constitution and US Bill of Rights. Students will general propaganda commercials for one of the sides of the argument.</li> <li>● <b>Hamilton vs. Jefferson Competing Visions of America Project</b> – Students will research the comparative backgrounds and visions of Alexander Hamilton and Thomas Jefferson and create an interactive comparison between them. Students will have to draw connections to these issues and current ones shaping the current political discourse.</li> <li>● <b>Adams on Trial</b> – Students will debate whether John Adams acted constitutionally when passed the Alien and Sedition Acts.</li> </ul> <p><b>8<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>Supreme Decision:1st Amendment on Trial</b> – Student groups will be assigned three different cases which connect to first amend issues. Students will have to debate within their groups where</li> </ul>



<p><b>SOC 6.1.8.A.3.e</b> - Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p><b>SOC 6.1.8.A.3.f</b> - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p> <p><b>SOC 6.1.8.A.3.g</b> - Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>			<p>they stand, and then defend their opinions in front of the class.</p> <ul style="list-style-type: none"> <li>● <b>Amendment Alternate Reality Project</b> – Students will develop original movies which investigates the affect of one of the Amendments on lives on Americans and shows what life would be like without it.</li> <li>● <b>Political ideology Debate</b> – Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights</li> </ul>
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**Differentiation/Accommodations/Modifications**

<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</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> </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> </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>informational text and works of literature</p>	<ul style="list-style-type: none"> <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>● 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>	
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**SOC 6.1.8.B.3 - Geography, People, and the Environment Strand**

**SOC.6.1.8.B.3.a** - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

**SOC.6.1.8.B.3.b** - Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

**SOC.6.1.8.B.3.c** - Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

**SOC.6.1.8.B.3.d** - Explain why New Jersey's location played an integral role in the American Revolution.

**6.3.8.A.3** Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

**Essential Question(s): How did the conflicts and alliances amongst European countries and Native American groups as well as the geography of the US impact the expansion of the American Colonies?**

**Vocabulary:** French & Indian War, colony, liberty, natural rights, independence, constitution, preamble, bill of rights, taxation without representation, revolution, tyranny, republic, federalism, imperialism, militia, alliance, guerilla warfare, NJ Plan, VA Plan, Great Compromise

**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. (French & Indian War Cause and Effect Flipbook Project, Intolerable Acts Prezi, Causes of the American Revolution Sketches, Revolutionary Farcebook Project, Constitutional Convention Play)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (French & Indian War Cause and Effect Flipbook Project, Causes of the American Revolution Sketches, Revolutionary Farcebook Project)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Revolutionary Farcebook Project)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (French & Indian War Cause and Effect Flipbook Project, Causes of the American Revolution Sketches, Debates of the Constitution Propaganda Commercials Project)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Intolerable Acts Prezi, Causes of the American Revolution Sketches, Revolutionary Farcebook Project, American Revolution Battlefield Correspondent Project, Constitutional Convention Play)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Intolerable Acts Prezi, Causes of the American Revolution Sketches, American Revolution Battlefield Correspondent Project, Constitutional Convention Play)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Intolerable Acts Prezi, Causes of the American Revolution Sketches)

### **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.
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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### **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.3.a</b> - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p><b>SOC.6.1.8.B.3.b</b> - Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by</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> </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> </ul>	<p><b>7<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>French &amp; Indian War Cause and Effect Flipbook Project</b> – Students will generate a web-based flipbook, which shows the cause and effect relationship between the different events of the French &amp; Indian War.</li> <li>● <b>Intolerable Acts Prezi Project</b> – Students will examine each of the laws of the Intolerable Acts, and generate a Prezi that gives a recommendation to the Continental Congress on how to respond.</li> </ul>

<p>examining the New Jersey and Virginia plans.</p> <p><b>SOC.6.1.8.B.3.c</b> - Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p><b>SOC.6.1.8.B.3.d</b> - Explain why New Jersey's location played an integral role in the American Revolution.</p>	<ul style="list-style-type: none"> <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>• 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>Causes of the American Revolution Sketches Project</b> – Student groups will be assigned one of the causes of the American Revolution. Student groups will create original plays showing what lead to their event and the effects it and on steering America toward revolution.</li> <li>• <b>Constitutional Convention Play</b> – Students will participate in a reenactment of the Constitutional Convention.</li> <li>• <b>Debates of the Constitution Propaganda Commercials Project</b> – Students will research one of the debates of the Framers that affected the drafting of the US Constitution and US Bill of Rights. Students will general propaganda commercials for one of the sides of the argument.</li> <li>• <b>American Revolution Battlefield Correspondent Project</b> – Students will research on of the battles of the American Revolution. Student teams will create an original news report, which details the causes of the battle, its course of events, interviews with relevant historical figures, &amp; analysis of the battle's long term effects.</li> <li>• <b>Revolutionary Farcebook Project</b>- Students will create a Farcebook profile page for one of the key figures of the American Revolution.</li> </ul>
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**Differentiation/Accommodations/Modifications**

<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.C - Economics, Innovation, and Technology Strand**

**SOC.6.1.8.C.3.a** - Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

**SOC.6.1.8.C.3.b** - Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

**SOC.6.1.8.C.3.c** - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

**Essential Question(s):** How was debt a factor that contributed to both the start of the American Revolution and the difficulties in founding a new government after it? Explain in your own words why many colonists resented “taxation without representation”? How did the numerous laws passed by the British government after the French & Indian War negatively impact the colonial economy and lead to increase tension between both sides? How did the invention of the cotton gin lead to a cycle of increased demand for the slave economy in the Southern colonies?

**Vocabulary:** taxation without representation, mercantilism, Intolerable Acts, Tea Act, Stamp Act, Sugar Act, Townshend Act, boycott, cotton gin, slavery, plantation, embargo, blockade, tariff,

#### **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. (French & Indian War Cause and Effect Flipbook Project, Intolerable Acts Prezi Project, Sons of Liberty Editorial Project, Causes of the American Revolution Sketches, Common Sense Liberty Tree Poster)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (French & Indian War Cause and Effect Flipbook Project, Sons of Liberty Editorial Project, Causes of the American Revolution Sketches, Common Sense Liberty Tree Poster, Industrial Revolution Innovation Commercial Project)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Common Sense Liberty Tree Poster, Industrial Revolution Innovation Commercial Project)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (French & Indian War Cause and Effect Flipbook Project, Causes of the American Revolution Sketches, Common Sense Liberty Tree Poster, Industrial Revolution Innovation Commercial Project)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Intolerable Acts Prezi Project, Causes of the American Revolution Sketches, Industrial Revolution Innovation Commercial Project)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Intolerable Acts Prezi Project, Causes of the American Revolution Sketches, Common Sense Liberty Tree Poster, Industrial Revolution Innovation Commercial Project)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Intolerable Acts Prezi Project, Sons of Liberty Editorial Project, Causes of the American Revolution Sketches)

#### **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:
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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.3.a</b> - Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p><b>SOC.6.1.8.C.3.b</b> - Summarize the effect of inflation and debt on the American people and the</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> </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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>French &amp; Indian War Cause and Effect Flipbook Project</b> – Students will generate at web-based flipbook, which shows the cause and effect relationship between the different events of the French &amp; Indian War.</li> <li>● <b>Sons of Liberty Editorial Project</b> – Students will write editorial letters in protest of one of the laws, which angered American colonists leading up to the American Revolution.</li> </ul>

<p>response of state and national governments during this time.</p> <p><b>SOC.6.1.8.C.3.c</b> - Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p>	<ul style="list-style-type: none"> <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>	<p>class library to expand vocabulary and understanding of the topic</p> <ul style="list-style-type: none"> <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>Intolerable Acts Prezi Project</b> – Students will examine each of the laws of the Intolerable Acts, and generate a Prezi that gives a recommendation to the Continental Congress on how to respond.</li> <li>• <b>Causes of the American Revolution Sketches Project</b> – Student groups will be assigned one of the causes of the American Revolution. Student groups will create original plays showing what lead to their event and the effects it and on steering America toward revolution.</li> <li>• <b>Common Sense Liberty Tree Poster</b> – design a poster that could be hung on the Liberty Tree which reflects the main ideas of Thomas Paine’s Common Sense.</li> <li>• <b>Industrial Revolution Innovation Commercial Project</b> – 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.</li> </ul>
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**Differentiation/Accommodations/Modifications**

<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</li> <li>• Audio book</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Education Tech- book with the following accommodations</li> <li>• Audio book</li> <li>• Video clips</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> </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>● Video clips</li> <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 knowledge of time period</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	<ul style="list-style-type: none"> <li>● Student mentoring</li> </ul>
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**SOC 6.1.8.D - History, Culture, and Perspectives Strand**

**SOC.6.1.8.D.3.a** - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

**SOC.6.1.8.D.3.b** - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

**SOC.6.1.8.D.3.c** - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

**SOC.6.1.8.D.3.d** - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

**SOC.6.1.8.D.3.e** - Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**SOC.6.1.8.D.3.f** - Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

**SOC.6.1.8.D.3.g** - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

**Essential Question(s)** – How did the victory in the Seven Years War lead to a series British laws that impacted the North American colonists politically, economically, and culturally? How do the words of the Declaration of Independence establish the credo of the United States and shape the beliefs and ideas of future Americans? What role did George Washington and other key Revolutionary leaders play in securing American independence and establishing the United States government? Examine American Revolution’s impact on and the role of varying social groups like, women, foreigners, African-Americans, and Native Americans. How did the Treaty of Paris spur US Western Expansion and impact relations with Native Americans and European powers? In what ways has the US government throughout its history worked to secure the goals and principles established by the Preamble of the US Constitution?

**Vocabulary:** French & Indian War, colony, liberty, natural rights, independence, constitution, preamble, bill of rights, Intolerable Acts, Tea Act, Stamp Act, Sugar Act, Townshend Act, taxation without representation, revolution, tyranny, republic cause & effect, natural rights, independence, U.S. Constitution, The Preamble, U.S. Bill of rights, George Washington, precedent, republic, federal government, Benjamin Franklin, Thomas Jefferson, John Adams, Alexander Hamilton, Founders, 2<sup>nd</sup> Continental Congress, Constitutional Convention, executive

**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. (What is America, Preamble Picture Book Project, Presidential Election Mockumentary Project, Precedent President, Rapping Up the Branches of Government Project)***
- ***PFL.9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (What is America, Preamble Picture Book Project, Presidential Election Mockumentary Project, Precedent President)***
- ***PFL.9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (What is America, Preamble Picture Book Project)***
- ***PFL.9.1.8.A.4 - Relate earning power to quality of life across cultures. (What is America, Preamble Picture Book Project)***
- ***PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power. (What is America, Preamble Picture Book Project, Precedent President)***
- ***PFL.9.1.8.A.6 - Explain how income affects spending decisions (What is America, Preamble Picture Book Project, Presidential Election Mockumentary Project, Precedent President, Rapping Up the Branches of Government Project)***
- ***PFL.9.1.8.A.7 - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (Presidential Election Mockumentary Project, Rapping Up the Branches of Government 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:
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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**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.3.a</b> - Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p><b>SOC.6.1.8.D.3.b</b> - Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p><b>SOC.6.1.8.D.3.c</b> - Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p><b>SOC.6.1.8.D.3.d</b> - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p><b>SOC.6.1.8.D.3.e</b> - Examine the roles and perspectives of various socioeconomic</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>	<p><b>7<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>French &amp; Indian War Cause and Effect Flipbook Project</b> – Students will generate at web-based flipbook, which shows the cause and effect relationship between the different events of the French &amp; Indian War.</li> <li>● <b>Sons of Liberty Editorial Project</b> – Students will write editorial letters in protest of one of the laws, which angered American colonists leading up to the American Revolution.</li> <li>● <b>Intolerable Acts Prezi Project</b> – Students will examine each of the laws of the Intolerable Acts, and generate a Prezi that gives a recommendation to the Continental Congress on how to respond.</li> <li>● <b>Causes of the American Revolution Sketches Project</b> – Student groups will be assigned one of the causes of the American Revolution. Student groups will create original plays showing what lead to their event and the effects it and on steering America toward revolution.</li> <li>● <b>Common Sense Liberty Tree Poster</b> – design a poster that could be hung on the Liberty Tree which reflects the main ideas of Thomas Paine’s Common Sense.</li> <li>● <b>American Revolution Battlefield Correspondent Project</b> – Students will research on of the battles of the American Revolution. Student teams will create an original news report, which details the causes of the battle, its course of events, interviews with relevant historical figures, &amp; analysis of the battle’s long term effects.</li> <li>● <b>Revolutionary Facebook Project</b>- Students will create a Facebook profile page for one of the key figures of the American Revolution.</li> </ul>

<p>groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p><b>SOC.6.1.8.D.3.f</b> - Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p><b>SOC.6.1.8.D.3.g</b> - Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>			<ul style="list-style-type: none"> <li>● <b>Hamilton vs. Jefferson Competing Visions of America Project</b> – Students will research the comparative backgrounds and visions of Alexander Hamilton and Thomas Jefferson and create an interactive comparison between them. Students will have to draw connections to these issues and current ones shaping the current political discourse.</li> <li>● <b>Precedent President</b> – Students will generate an interactive Prez displaying the many precedents and sacrifices of George Washington as a general and a president</li> <li>● <b>Adams on Trial</b> – Students will debate whether John Adams acted constitutionally when passed the Alien and Sedition Acts.</li> </ul> <p><b>8<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>What is America? – Design a homepage for the US Project</b> – Students will design a home page for the US, which reflects its geographic, economic, and cultural characteristics, as well as its principles.</li> <li>● <b>Preamble Picture Book Project</b> Students will create a picture book designed for a primary school audience, which will illustrate the key principles of the Constitution found in the Preamble.</li> <li>● <b>How a Bill Becomes a Law Skit Project</b> – Students will research the US legislative process and then create a play, which shows a law of their own design going through each step.</li> <li>● <b>Presidential Election Mockumentary Project</b> – Students will research the US electoral process. Students will create an original “mock”-umentary, which tells the fictional story of a fake candidate running for and getting elected POTUS.</li> <li>● <b>Presidential Paper Dolls Project</b> – Students will research the powers of the POTUS. Students</li> </ul>
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			<p>will create original paper doll presidents for each role with symbolic accessories, which reflect those powers.</p> <ul style="list-style-type: none"> <li>● <b>Fairytales Mock Trial Unit</b> – Students will research the US judicial process and will develop a prosecution and defense for a trial of a fairy tale character. Students will conduct the trial in class.</li> <li>● <b>Rapping Up the Branches of Government Project</b> – After investigating each of the branches of government students will have to compose an original rap song describing the features of one of the branches.</li> </ul>
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**Differentiation/Accommodations/Modifications**

<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> </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>● Build background knowledge of time period</li> <li>● Refer to each student's IEP for more specific modifications</li> </ul>	
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**\* The following standards are connected throughout the Social Studies curriculum; however, they are of extra importance to the 8<sup>th</sup> grade civics curriculum. This addendum is to show the learning activities during this course, which connect directly to these standards.**

**Overarching Skills Social Studies Standards - 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.A.1 - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.**

**SOC.6.3.8.A.2 - Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).**

**SOC.6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.**

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

**SOC.6.3.8.C.1 - Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).**

**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.**

**Essential Question(s)** – What ideological differences separate liberals and conservative in regards to interpreting the meaning of the US Constitution and US Bill of Rights? How do the ideological differences between liberals and conservatives shape the debates on current issues? What role does the municipal level of government play in carrying out the goals of the Constitution? How does the role of the municipal government vary from that of the state or federal governments?

**Vocabulary:** natural rights, U.S. Constitution, The Preamble, U.S. Bill of rights, executive legislative, judicial, precedent, republic, federal government, state government, municipal government, judicial review, limited government, conservative, liberal, ideology

**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. (**Political ideology Debate, Youth in Government municipal government celebration**)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (**Amendment Alternate Reality Project, Political ideology Debate, Youth in Government municipal government celebration**)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (**Political ideology Debate**)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (**Amendment Alternate Reality Project, Political ideology Debate**)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (**Political ideology Debate**)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (**Amendment Alternate Reality Project, Political ideology Debate, Youth in Government municipal government celebration**)
- **PFL.9.1.8.A.7** - Explain the purpose of the payroll deduction process, taxable income, and employee benefits (**Political ideology Debate, Youth in Government municipal government celebration**)

**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:
- **CAEP.9.2.8.B.7** - Evaluate the impact of online activities and social media on employer decisions.

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.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.</b></p> <p><b>SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.</b></p> <p><b>SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.</b></p> <p><b>SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.</b></p> <p><b>SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.</b></p> <p><b>SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.</b></p> <p><b>SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</b></p> <p><b>SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.</b></p> <p><b>SOC.6.3.8.CS9 - Make informed and reasoned decisions.</b></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>	<p><b>8<sup>th</sup> grade</b></p> <ul style="list-style-type: none"> <li>● <b>Supreme Decision:1st Amendment on Trial –</b> Student groups will be assigned three different cases which connect to first amend issues. Students will have to debate within their groups where they stand, and then defend their opinions in front of the class.</li> <li>● <b>Amendment Alternate Reality Project –</b> Students will develop original movies which investigates the affect of one of the Amendments on lives on Americans and shows what life would be like without it.</li> <li>● <b>Political ideology Debate –</b> Students will debate liberal and conservative perspectives of current issues related to the Constitution and Bill of Rights</li> <li>● <b>Youth in Government municipal government celebration –</b> Students will meet with representatives of the municipal government to discuss their role. Students will engage in a mock council meeting later that day, where they will take on the role of the different stakeholders at a municipal council meeting.</li> </ul>

<p><b>SOC.6.3.8.CS10 - Accept decisions that are made for the common good.</b></p> <p><b>SOC.6.3.8.A.1 - Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</b></p> <p><b>SOC.6.3.8.A.2 - Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</b></p> <p><b>SOC.6.3.8.A.3 - Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</b></p> <p><b>SOC.6.3.8.B.1 - Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</b></p> <p><b>SOC.6.3.8.C.1 - Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</b></p> <p><b>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.</b></p>			
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**Differentiation/Accommodations/Modifications**

<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 period</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>