

Green Township School District Grade 8 Social Studies Curriculum - Revised 2019

Grade 8 Unit 1: Our Colonial Heritage		
Pacing: 4-6 weeks		
Standards and Suggested Activities	Skills and Knowledge	
<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Analysis of primary and secondary documents- document based questions (DBQ)</p> <p>Technology based learning</p> <p>Role playing activities</p> <p>Debates</p>	<p><u>Essential Questions</u></p> <p><i>How did the first Americans adapt to their environment?</i></p> <p><i>How did Europeans explore and establish settlements in the Americas?</i></p> <p><i>What were the similarities and differences among the colonies in North America?</i></p> <p><i>What was life really like in the colonies?</i></p> <ul style="list-style-type: none"> ● Identify the causes and effects of the Revolutionary War. ● Describe and evaluate the results of the Acts the English imposed on the colonists in response to their rebellion. ● Describe the impact of taxes on the colonists and relate this to modern day taxation. ● Explain the purpose of the payroll deduction process, taxable income and employee benefits. ● Compare and contrast tax deductions for employees and entrepreneurs/business owners. ● Compare and contrast the key figures on both sides of the conflict. ● Compare and contrast the arguments on both sides of the conflict. ● Recognize the risks the signers of the Declaration of Independence were taking. ● Evaluate the ideals in the Declaration of Independence. ● Compare and contrast the military strategies of the British and Americans. ● Evaluate the advantages and disadvantages of both sides.

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<p>first president of the United States.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g. rural, farmers, urban craftsman, 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>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.</p>		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Utilize the resources contained within the website http://graceushistory.weebly.com/unit-1--our-colonial-heritage.html to accurately gauge student understanding on the following topics.</p>	

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<p>Brief reflection writing assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p> <p>Collaborative activities</p>	<ul style="list-style-type: none"> ● Location and physical geography of British, French, Spanish, and Russian land claims in North America ● Key physical features: Appalachian Mountains, Rocky Mountains, Mississippi River, Ohio River, Missouri River, ● Great Lakes: Lake Michigan, Lake Ontario, Lake Superior, Lake Huron, Lake Erie ● trace the migration routes of the first Americans to the Americas. ● describe how American Indians viewed their environment. ● formulate hypotheses about the origins of American Indian artifacts. ● analyze ways in which American Indians of eight cultural regions adapted to their environments. ● identify the motives behind European exploration of the Americas. ● explain how Europeans established territorial claims in the Americas. ● compare the Spanish, French, English, and Dutch settlements in the Americas. ● describe the impact of European exploration and settlement of the Americas on indigenous peoples and West Africans.
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<p>Great Stories of the American Revolution, Webb Garrison Fight for Freedom, Benson Bobrick Valley Forge, Richard Ammon Newsela Discovery Ed Youtube.com https://www.archives.gov/education http://historicalthinkingmatters.org/</p>

Plan for Word Study Grade 8 Unit 1

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● cultural region ● culture ● environment ● migrate ● Columbian Exchange ● conquistadors 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● slave trade ● culture ● natural resource ● Mayflower Compact 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● colony ● slavery
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<ul style="list-style-type: none"> ● coureurs de bois ● missionaries ● slavery ● cash crop ● charter ● demcratic ● mercantilism 		
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Interdisciplinary Connections throughout the K-12 Curriculum Unit 1 Grade 8

ELA:

Financial Literacy:

- 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.
- 9.1.8.A.6 - Explain how income affects spending decisions.
- 9.1.8.A.7 - Explain the purpose of the payroll deduction process, taxable income and employee benefits.

ELA:

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.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.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

[21st Century Career Projects & Activities 5-8](#)

2014 Technology Standards

2014 NJ Technology Standards:

8.1 Educational Technology ([Word](#) | [PDF](#))

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

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

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.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

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Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

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Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

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Unit 2 : Grade 8: Forming a New Nation
Pacing 3-4 weeks

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Unit 2 Standards and Suggested Activities		Unit 2 Skills and Knowledge
<p>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.</p> <p>6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>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.</p> <p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>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</p> <p>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</p> <p>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.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Analysis of primary and secondary documents- document based questions (DBQ)</p> <p>Technology based learning</p> <p>Role playing activities</p> <p>Debates</p>	<p>Essential Questions</p> <p><i>What is the structure of the US Constitution?</i></p> <p><i>What are the six underlying principles of the Constitution and why are they necessary?</i></p> <p><i>How is the Constitution a living document?</i></p> <p><i>How did the U.S. Constitution address the weaknesses of the Articles of Confederation?</i></p> <p><i>What role did compromise play in writing the U.S. Constitution?</i></p> <ul style="list-style-type: none"> ● Evaluate the strengths and weaknesses of the Articles of Confederation. ● Understand that laws needed to be made to run the new country effectively. ● Show connections between key figures of the Revolutionary War and the establishment of a new government. ● Understand that compromise between state delegates played a key role in the development and adoption of the Constitution. ● Identify the main goals and principles of the Constitution. ● Identify how amendments are added to the Constitution.
Unit 2 : United States Constitution		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
In-class Discussions		Tests

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<p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Preamble: Students will begin this activity by listening to the School House Rock video that teaches the Preamble. Their job is to memorize the song, thus memorizing the preamble. Then, their task is to break down each of the goals (i.e. form a more perfect union, ensure domestic tranquility, etc.) and rewrite them in their own words to show understanding.</p> <p>Government Terms: Students will receive a list of government terms. They will have to apply their understanding of the functions of government to create a concept map where all the terms are appropriately linked to one another.</p> <p>Protection of Rights: Students will receive 18 cards each featuring a current government program that protects either life, liberty or property. Students will then categorize this programs according to which right is protected. Students will then analyze which rights are most/least protected and create a brand new program to protect one of these rights.</p>
Core Instructional Materials	District/School Supplementary Resources
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Plan for Word Study Grade 8 Unit 2

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> Articles of Confederation Constitutional Convention 	<p><u>Review:</u></p> <ul style="list-style-type: none"> judicial branch judicial review 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> republic constitution
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<ul style="list-style-type: none"> ● Electoral College ● Enlightenment ● The Federalist Papers ● Great Compromise ● Northwest Ordinance ● Northwest Territory ● Three-fifths compromise ● executive branch ● federalism ● interest group ● interstate commerce ● majority rule ● popular sovereignty ● defendant ● double jeopardy ● due process ● self-incrimination ● warrant 	<ul style="list-style-type: none"> ● legislative branch ● ratify ● checks and balances ● separation of powers ● The Bill of Rights 	
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- [21st Century Career Projects & Activities 5-8](#)

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- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation / Accommodations / Modifications

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Modifications for Homework and Assignments

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Students at Risk of School Failure:

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Unit 3: Launching the New Republic Pacing: 4 weeks

Unit 3 Standards and Suggested Activities

Unit 3 Knowledge and Skills

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<p>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.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>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.</p> <p>6.1.8.A.3.e Explain how and why Constitutional civil liberties were impacted by acts of government (ie. Alien and Sedition acts) during the early republic.</p> <p>6.1.8.A.3.e Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>Debates</p>	<p><u>Essential Questions</u></p> <p><i>Why and how was George Washington such an effective leader?</i></p> <p><i>What political traditions and tensions first appeared in the early years of the new republic?</i></p> <p><i>How could a national bank help in the launching of the New Republic?</i></p> <p><i>How and why were political parties shaped within the New Republic and how did this impact the development of our nation?</i></p> <p>Describe the changes in political parties in the Early Republic.</p> <p>Identify the roles of Washington and Jefferson as presidents during the early Republic.</p> <p>Identify major challenges faced by the Republic.</p>
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>	
<p>Tests</p> <p>Research Projects</p> <p>Class Discussion</p> <p>Class Participation</p> <p>Quizzes</p> <p>Tests</p> <p>Homework</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Washington’s Cabinet Meeting Role Play Project: Assume the role of a member of Washington’s cabinet. In a group project, develop a stage script involving Washington, Secretary of the Treasury Hamilton, and Secretary of State Jefferson</p>	

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<p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>and one other member in a cabinet meeting together. From the stage script develop a role play that should also include the setting, make up, props and directions for the characters involved. Dialogues should include conversations among Washington, Hamilton, and Jefferson demonstrating the two cabinet officer’s differing opinions about the role of government and how it should treat its citizens. In addition, students should demonstrate an understanding of conflicts and/or compromises that occurred during Washington’s two terms in office. Students will be given some class time this week to research, practice, perform and record their skits. A historical role playing rubric will be used to assess your work.</p>
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>https://www.archives.gov/education</p> <p>http://historicalthinkingmatters.org/</p>

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Plan for Word Study Grade 8 Unit 3

New Academic Vocabulary:

- loose construction
- nullify
- States Doctrine
- strict construction
- Washington’s Farewell Address
- Whisky Rebellion
- embargo
- isolationism
- Monroe Doctrine
- neutrality
- capitalism
- folk art
- spiritual
- civil servant
- Jacksonian Democracy
- spoils system

Review:

- blockade
- sedition
- American System

Tier 2 Vocabulary:

- tariff
- secede
- frontier
- Trail of Tears

Interdisciplinary Connections throughout the K-12 Curriculum Unit 3 Grade 5

ELA:

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.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.

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- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
 - CRP10. Plan education and career paths aligned to personal goals.
 - CRP11. Use technology to enhance productivity.
 - CRP12. Work productively in teams while using cultural global competence.
- [21st Century Career Projects & Activities 5-8](#)

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**
([Word](#) | [PDF](#))
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.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

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Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

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Modifications for Classroom

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- Repetition and practice
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Unit 4: Migration and Industry		Pacing: 4 weeks
Unit 4 Standards and Suggested Activities		Unit 4 Skills and Knowledge
<p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Role playing activities</p> <p>Debates</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><u>Essential Questions</u></p> <p><i>How did the changes during the era of Jackson bring more people into the democratic process?</i></p> <p><i>How did the women's movement challenge the traditional roles ascribed to women in America?</i></p> <p><i>How did abolitionists attempt to change people's ideas about slavery?</i></p> <ul style="list-style-type: none"> ● Compare and contrast the Northern economy with the Southern economy. ● Describe the effects of Jacksonian democracy on the nation. ● Identify the reforms that took place during this period. ● Describe the beginnings of the Abolitionist movement. ● Identify the reasons for immigration and the challenges they faced when arriving.

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6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Jacksonian Democracy: Students will receive a graphic organizer listing the causes of the reforms of Jacksonian Democracy, such as the patronage system. The next section of the graphic organizer for students to complete is how Jackson reacted to these causes with a reform, such as creating the spoils system. The students will complete the graphic organizer by determining what the effect of the Jacksonian reform is, such as opening government jobs to regular, average citizens of America.</p> <p>Women's Rights: Students will first read the Declaration of Sentiments to determine how women were challenging traditional roles in society. Students will then compare this document to the Declaration of Independence and make historical connections and comparisons between the two. Students will then draw on their prior knowledge to evaluate the extent to which the women at Seneca Falls were successful in achieving the goals they were fighting for. This evaluation will take place in the form of a written response.</p> <p>Abolition: Students will develop criteria upon which they can judge the success of an abolitionist and arrange this criteria into a report card format. The student will then apply their report card to judge the success and effectiveness of an abolitionist.</p>	
District/School Texts		District/School Supplementary Resources
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) 		<p>Newsela</p> <p>Discovery Ed</p>

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<ul style="list-style-type: none"> • http://www.njamistadcurriculum.net/history/units 	<p>Youtube.com</p> <p>https://www.archives.gov/education</p> <p>http://historicalthinkingmatters.org/</p>
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Plan for Word Study Grade 8 Unit 4

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> • homesteader • subsidy • transcontinental railroad • labor union • laissez-faire • mass production • monopoly • urbanization • assimilation • nativism • pogrom • quota • refugee 	<p><u>Review:</u></p> <ul style="list-style-type: none"> • corporation • entrepreneur 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> • reservation • passport • trust
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Interdisciplinary Connections throughout the K-12 Curriculum

<p>Financial Literacy:</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p>

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9.1.8.A.6 Explain how income affects spending decisions.

ELA:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.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.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

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[21st Century Career Projects & Activities 5-8](#)

Green Township School District Grade 8 Social Studies Curriculum - Revised 2019

2014 Technology Standards	
2014 NJ Technology Standards:	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) 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.</p>
Differentiation / Accommodations / Modifications	
<u>Gifted and Talented:</u>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none">● Conduct research and provide presentation of various topics.● Design surveys to generate and analyze data to be used in discussion.● Debate topics of interest / cultural importance.● Authentic listening and reading sources that provide data and support for speaking and writing prompts.● Exploration of art and/or artists to understand society and history.● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none">● Use of Higher Level Questioning Techniques● Provide assessments at a higher level of thinking	
<u>English Language Learners:</u>	
<p>Modifications for Classroom</p> <ul style="list-style-type: none">● Pair visual prompts with verbal presentations● Ask students to restate information, directions, and assignments.● Repetition and practice● Model skills / techniques to be mastered.● Extended time to complete class work● Provide copy of classnotes● Student may request books on tape / CD / digital media, as available and appropriate.● Assign a peer helper in the class setting	

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Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

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- Provide copy of classnotes
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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Green Township School District Grade 8 Social Studies Curriculum - Revised 2019

Modifications for Assessments

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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
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Students at Risk of School Failure:

Modifications for Classroom

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- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Unit 5: Americans in the Mid-1800's and The Union Challenged		Pacing: 4-6 weeks
Unit 5 Standards and Suggested Activities	Unit 5 Skills and Knowledge	
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.C.2.a Compare the practice of slavery and indentured servitude in colonial labor systems</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries</p> <p>6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Cooperative Groups</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><u>Essential Questions</u></p> <p><i>Why can it be argued that the Civil War was inevitable?</i></p> <p><i>How did sectionalism contribute to the start of the Civil War?</i></p> <p><i>How did the strategies and motivations of both sides cause political, economic, and social consequences after the Civil War?</i></p> <p>Identify and describe the compromises that led up to the war.</p> <p>Analyze excerpts of primary documents of both North and South.</p> <p>Analyze critical events and battles of the Civil War.</p> <p>Evaluate the economic and military advantages and disadvantages of the North and South.</p> <p>Understand the meaning of the Emancipation Proclamation.</p> <p>Examine and evaluate Reconstruction plans proposed by the national government.</p> <p>Create a timeline of events leading up to and including the Civil War and Reconstruction.</p> <p>Identify the key points of the 13th, 14th, and 15th Amendments.</p> <p>Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>Examine the implications of legal and ethical behaviors when making financial decision.</p>

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District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Surveys</p> <p>weekly quizzes</p> <p>Teacher Observation</p> <p>Brief reflection writing assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Constructive quizzes</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Causes of the Civil War: Students will evaluate the various causes of the Civil War through analysis of a series of primary sources including: general order no. 11, Dred Scott Decision, the KS-NE Act, etc. Students will evaluate how each of these events added to the growing division and sectionalism in our country by responding to questions provided at the end of each primary source. Students will also complete a cause and effect flow chart throughout their readings.</p> <p>Civil War Stations: Students will travel the room to visit stations set up to help students understand the causes of the Civil War and the situation the country was in before Fort Sumter occurred. Students will complete a timeline and causes flowchart while they progress through the stations to demonstrate their understanding.</p> <p>Geography of the Civil War Era: Students will complete a map of the United States upon which they identify states in the Union, states in the Confederacy, Border States, capitals of each country, and other important geographic features that influenced the causes and outcomes of the Civil War.</p>
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>https://www.archives.gov/education</p>

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<http://historicalthinkingmatters.org/>

Plan for Word Study Grade 8 Unit 4

New Academic Vocabulary:

- abolitionist
- Declaration of Sentiments
- reform
- The Second Great Awakening
- Seneca Falls Convention
- transcendentalism
- agrarian
- Industrial Revolution
- industrialist
- plantation
- pull factor
- push factor
- discrimination
- Nat Turner's Rebellion
- Dred Scott
- Kansas Nebraska Act
- Lincoln Douglass debates
- Union
- Wilmot Proviso
- Appomattox Court House
- civil war
- confederacy
- Emancipation Proclamation
- Gettysburg Address
- habeas corpus

Review:

- segregation
- oppression
- racism
- Underground Railroad
- Compromise

Tier 2 Vocabulary:

- cotton gin
- deforestation
- fugitive

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Interdisciplinary Connections throughout the K-12 Curriculum

Financial Literacy:

9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

ELA:

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.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.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**

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	<p>CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 21st Century Career Projects & Activities 5-8</p>
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2014 Technology Standards

<p>2014 NJ Technology Standards:</p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) 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.</p> <p>Please see relevant projects for technology standards 8.1 and 8.2:</p>
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Differentiation / Accommodations / Modifications

<p><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
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- Establish procedures for accommodations / modifications for assessments.

Unit 6: Reconstruction		Pacing: 4-6 weeks
Unit 6 Standards and Suggested Activities		Unit 6 Skills and Knowledge
<p>6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>Web Quest</p> <p>Models</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p>	<p><u>Essential Questions</u></p> <p><i>What political, economic, and social factors did the American government have to consider when determining the best course for Reconstruction? Why did they settle on the plan they selected?</i></p> <p><i>Why can it be argued that Reconstruction failed?</i></p> <p><i>How did the political, economic, and cultural consequences of Reconstruction shape the rebuilding nation?</i></p> <p>Understand the entire nation had to work together to rebuild the South.</p> <p>Examine amendments that were added to the Constitution to give freedmen rights.</p> <p>Understand Reconstruction had minimal effect on the rebuilding of the South and protecting the freedmen.</p>

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		<p>Examine and evaluate Reconstruction plans proposed by the national government.</p> <p>Create a timeline of events leading up to and including the Civil War and Reconstruction.</p> <p>Identify the key points of the 13th, 14th, and 15th Amendments.</p>
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Literary Study: Students will be given a copy of the poem “Oh Captain, My Captain” by Walt Whitman. They will be instructed to close read (flood) the poem. Afterwards, they will pair and share with a partner what meaning they derived from the poem. Then, the DRAFT—April, 2015 teacher will inform students it is a metaphor for a major event in the Civil War. They should then brainstorm with their pair/share partner what event they think it alludes to. After that, they need to highlight evidence that proves their theory to be true. Lastly, the teacher will explain the metaphor - captain = Lincoln, storm= Civil War, ship = America. Whitman wrote the poem as a response to his sadness of learning of the assassination of his acquaintance, President Lincoln.</p> <p>Role Playing: Students will be placed on an advisory committee to President Johnson and the United States Cabinet following the assassination of President Lincoln. The role of this advisory committee is to determine a course of action for Reconstruction that will solve the political, economic, and social problems facing the country after the Civil War with the most minimal consequences. President Johnson and his cabinet will choose the plan for the country that not only solves the problems, but will result in the smoothest transition back into the Union.</p>	

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	<p>Research: Students will research one of the three Reconstruction amendments (13, 14, or 15). They will learn about the amendment and how it came to be. They will then evaluate the extent to which the rights protected by these amendments were actually granted to citizens that were previously disenfranchised. They also have to determine whether each amendment was economic, political or social in nature. Once they have mastered their individual amendment, they will present it to two other students with different amendments.</p>
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<p style="text-align: center;">District/School Supplementary Resources</p> <p style="text-align: center;">Newsela</p> <p style="text-align: center;">Discovery Ed</p> <p style="text-align: center;">Youtube.com</p> <p style="text-align: center;">https://www.archives.gov/education</p> <p style="text-align: center;">http://historicalthinkingmatters.org/</p>

Plan for Word Study Grade 8 Unit 6

<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● Fifteenth Amendment ● Fourteenth Amendment ● Freedmen’s Bureau ● Jim Crow Laws ● Reconstruction ● Thirteenth Amendment 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● civil rights 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● black codes
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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- RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.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.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
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- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
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Differentiation / Accommodations / Modifications

<p><u>Gifted and Talented:</u></p> <p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). <p>Anchor Activities</p> <ul style="list-style-type: none"> ● Use of Higher Level Questioning Techniques ● Provide assessments at a higher level of thinking <p style="text-align: center;"><u>English Language Learners:</u></p> <p>Modifications for Classroom</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations

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- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

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- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

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- Distribute study guide for classroom tests.
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Unit 7: Holocaust/Genocide		Pacing: 2-4 weeks
Unit 7 Standards and Suggested Activities	Unit 7 Skills and Knowledge	
<p>N.J.S.A. 18A:35-28, Holocaust/Genocide Education AN ACT regarding genocide education in the public schools and supplementing chapter 35 of Title 18A of the New Jersey Statutes.</p> <p>BE IT ENACTED by the Senate and General Assembly of the State of New Jersey: The Legislature finds and declares that:</p> <p>a. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.</p> <p>b. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.</p> <p>c. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural</p>	<p>Web Quest http://webquest.org/</p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p>	<ul style="list-style-type: none"> ● Explain the history and sources of anti-Semitism in Europe; describe examples of genocide that occurred prior to World War II. ● Describe how Hitler rose to power and how this affected Jewish people in Germany; analyze the impact of the Nuremberg Laws on Jews living in Germany under Hitler and the Nazis ● Describe Hitler's plans as laid out in Mein Kampf, and explain why his evil intentions were widely ignored; assess the causes and effects of Kirstallnacht, and explain why so many witnesses of the Holocaust did nothing to help its victims <p><u>Essential Questions</u></p> <p><i>What is the larger impact of the holocaust? (The Holocaust is not just about the six million Jews murdered. It is also about the loss of future generations. What future doctors, scientists, artists, writers, or philosophers were never allowed to develop? As the Jews were killed, their progeny, our future leaders and our human potential, were also lost.)</i></p> <p><i>Why is it still important to study this terrible event? (Students must understand that the lessons of the Holocaust are present in our daily lives and directly connected to world events. The names and places may change, but the lessons are still applicable.)</i></p>

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<p>diversity is to remain one of the State's strengths.</p> <p>d. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide.</p> <p>e. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.</p> <p>a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.</p> <p>b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p> <p>This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.</p>		<p><i>How does this event still shape our future? (Students need to recognize their own responsibility in making sure that genocide does not happen again. We must all take action and respond whenever we see hatred, prejudice, and antisemitism.)</i></p> <ul style="list-style-type: none"> ● Explain how the Nazis used ghettos to assemble and later kill Jews ● Explain what the “The Final Solution” was and the importance of trains to the operation; describe the suffering that Jews endured while being transported to concentration camps ● Describe the dehumanization of Jews and the conditions they endured in concentration camps ● Explain the emotional experiences of soldiers who liberated the Jews from concentration camps; analyze the difficulties that Holocaust survivors encountered in finding a place to live. ● Explain how the Holocaust ended and what happened to those who were responsible for it; distinguish the importance of following orders from the importance of following one's conscience .
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p>	

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<p>Teacher Questions http://www.edb.utexas.edu/minliu/pbl/TIPS/question.html#links</p> <p>Exit Slips http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Historical Essays</p> <p>Interactive Play: In groups have students present the Diary of Anne Frank in play form. During the course of each presentation have the remainder of the class focus on one aspect of the holocaust from this first person perspective.</p> <p>Concentration Camp Video Study: Have students watch the video on the concentration camps of the Holocaust. As they watch students will complete the attached data collection sheet. Using this information they will create a google slide presentation about their findings.</p> <p>Literary Study: Students will read a variety of articles about the internment camps on the homefront. They will collaborate and utilize this information to debate whether or not this event was justified.</p> <p>http://englishrms.weebly.com/holocaust-unit.html</p>
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<ul style="list-style-type: none"> ● YouTube clips ● Discovery Education videos <p>About.com Holocaust Glossary http://history1900s.about.com/library/holocaust/aa081997.htm?once=true&</p> <p>United States Holocaust Memorial Museum The Holocaust: A Learning Site for Students http://www.ushmm.org/outreach/nrule.htm</p> <p>Anne Frank Museum Amsterdam http://www.annefrank.org/content.asp?pid=1&lid=2</p> <p>InspirEd: The Holocaust</p> <p>DVD: One survivor Remembers; Kary Antholis</p> <p>The Holocaust : Primary Sources; Gallopade</p>

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	Holocaust: The events and their impact on real people; Angela Gluck Wood
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Plan for Word Study Grade 8 Unit 6		
<p><u>New Academic Vocabulary::</u></p> <ul style="list-style-type: none"> ● Antisemitism ● Arbeit Macht Frei ● Aryan ● Auschwitz-Birkenau ● Concentration Camp ● Final Solution ● Nuremberg Laws ● Rosh Hashanah ● Swastika ● Torah ● Warsaw Ghetto 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● Ghetto ● Nazi 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● Axis ● Allies

Interdisciplinary Connections throughout the K-12 Curriculum
<p>ELA:</p> <p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.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.</p>

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- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**
- [21st Century Career Projects & Activities 5-8](#)

2014 Technology Standards

2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**
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.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
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Unit 8: Economics

Pacing: 4 weeks

Unit 8 Standards and Suggested Activities

Unit 8 Skills and Knowledge

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<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, and filing forms.</p> <p>9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.</p> <p>9.1.8.C.3 Compare and contrast debt and credit management strategies.</p> <p>9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g. credit cards, installment loans, mortgages) and compare interest rates associated with each.</p> <p>9.1.8.C.6 Determine ways to leverage debt beneficially.</p> <p>9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose.</p> <p>9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrower’s credit report rights.</p> <p>9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy</p> <p>9.1.8.C.10 Determine when there is a need to seek credit counseling and appropriate times to utilize it.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p>	<p>Identify the differences between using cash, check, debit cards and credit cards when paying for expenses.</p> <p>Define terminology associated with credit and debt, i.e. credit, credit cards, debt, loans, etc.</p> <p>Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>Provide examples of different types of loans and their purpose as part of a financial strategy.</p> <p>Determine ways to use credit & debt as part of a complete financial plan or strategy (e.g. buying a house as an investment, using a credit card for an emergency account, etc.)</p> <p>Explain the purpose of a credit score and</p>	<p>Use current events, such as a recent weather disaster (e.g. California fires, hurricanes) to help students understand the need for insurance.</p> <p>Have students debate whether homes should be built in a region that is prone to natural disasters, discussing who should pay to rebuild, etc.</p> <p>Watch commercials for financial products and discuss the marketing strategies.</p> <p>Engage students in a discussion of ethical/legal behaviors involving high profile cases like Bernie Madoff or Martha Stewart.</p> <p>Research different types of loans and their purpose in an overall financial plan.</p>
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<p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8. E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p> <p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</p> <p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>9.1.8.F.2 Examine the implication of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and personal finance.</p> <p>9.1.8.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.1.8.G.2 Determine the criteria for deciding the amount of insurance protection needed.</p> <p>9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>9.1.8.G.4 Evaluate the needs for different types of extended warranties.</p>	<p>credit record, and summarize a borrower’ credit report rights.</p> <p>Analyze the risks associated with “easy access” credit and the consequences of not repaying a debt can have on an individual’s credit.</p> <p>Summarize the causes and consequences of personal bankruptcy and when credit counseling would be an appropriate service to utilize.</p> <p>Define terminology associated with financial services, e.g. financial institution, insurance, credit limit, identity theft, fraud, ethics, etc.</p> <p>Describe how valuable items might be damaged or lost and ways to protect them using various insurance products.</p> <p>Determine criteria for deciding the amount of insurance</p>	
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	<p>protection needed and incorporate these into a budget.</p> <p>Investigate various insurance products and analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>Evaluate the needs for different types of extended warranties.</p> <p>Recognize identity theft and how it can impact financial well-being (e.g. phishing scams, fake emails from reputable companies, etc.)</p> <p>Develop strategies to protect oneself from identity theft and fraudulent activities.</p> <p>Identify economic problems and how they may affect the ethical practices of businesses and government.</p>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Class discussions, sharing of prior knowledge; conferences with students and student groups;	Projects that engage students with real world applications of the ideas presented in	

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homework assignments; reflective writing assignments; teacher observations	the unit.
Core Instructional Materials	District/School Supplementary Resources
<ul style="list-style-type: none"> ● <i>Practical Money Skills - Lesson Plans Grade 7-8</i> ● <i>Next Gen Personal Finance Resources</i> 	<ul style="list-style-type: none"> ● The Mint ● Budgets for Kids ● Wants vs Needs ● www.bizkids.com ● Pay Yourself First ● Rich Kid Smart Kid ● Finance in the Classroom ● Lesson plan for Debit or Credit ● PBS: Debit vs. Credit - Your Life, Your Money ● Using and abusing credit ● Credit Score - Kids Learn About Credit ● Financial Games ● Warning! Identity Theft Brochure (Project) ● Biz Kids - Financial Institutions. All the Same? ● What's Up In Finance?

Plan for Word Study Grade 8 Unit 8		
<p><u>New Academic Vocabulary:</u></p> <ul style="list-style-type: none"> ● Capital Resources ● Entrepreneur ● Recession ● Goods ● Production ● Supply ● Demand ● Scarcity ● Wages or Salary ● Human Resources ● Division of Labor 	<p><u>Review:</u></p> <ul style="list-style-type: none"> ● Natural Resources ● Employer ● Employee 	<p><u>Tier 2 Vocabulary:</u></p> <ul style="list-style-type: none"> ● Cost ● Profit ● Producer ● Needs

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<ul style="list-style-type: none"> ● Interest ● Rent ● Stock ● Investor ● Competition ● Opportunity Cost ● Specialization ● Inflation ● Outsourcing ● Scarcity 		
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Integration of 21st Century Themes and Skills

21st Century Skills/ Career Ready Practices:

- 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.**
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	<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>21st Century Career Projects & Activities 5-8</p>
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2014 Technology Standards

<p>2014 NJ Technology Standards:</p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) 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.</p>
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Differentiation / Accommodations / Modifications

Gifted and Talented:

Extension Activities (*content, process, product and learning environment*)

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Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.

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- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

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- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Unit 9: A Modern Nation Emerges		Pacing: 4 weeks
Unit 9 Standards and Suggested Activities		Unit 9 Skills and Knowledge
<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p> <p>Oral presentation (live or digital)</p> <p>Narrative writing from the perspective of a 49er</p>	<ul style="list-style-type: none"> ● Describe how the earliest people arrived in the Pacific region, how Spanish missionaries and other European powers influenced native peoples, and how & why Americans eventually explored and settled in the Pacific region. ● Describe the land and climate of the western region, and why it attracted settlers in the mid-1800s ● Explain the circumstances surrounding the 1894 California gold rush; explore the positive and negative effects of the California Gold Rush ● Interpret data from readings, maps and graphs to analyze westward expansion ● Describe some of the experiences of people who went west on the various overland trails in the mid 1800s ● Use maps and a picture graph to analyze the prevalence and eruptions of volcanoes in the Pacific west region. ● Explain the frequency of earthquakes in the West due to its location in the Ring of Fire ● Explore and describe the importance of natural resources and wildlife in Alaska
District/School Formative Assessment Plan		District/School Summative Assessment Plan

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<p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students & student groups</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> ● recall which states are part of the Pacific region ● describe the positive and negative effects of the Pacific region's geography and climate ● describe the impact of the Homestead Act and the discovery of gold on the region's expansion and economic growth ● explain what causes the midnight sun and the northern lights ● explain how Alaska and Hawaii became part of the United States <p>Alaska's Natural Resources and Wildlife research project... learn about one of Alaska's many important natural resources or wild animals, and develop a presentation that shows</p> <ul style="list-style-type: none"> ● where & how in Alaska the animal lives or where the resource is located ● historical information (ex: when oil was first discovered in Alaska) ● the positive and/or negative relationship it has with its environment ● how the resource or animal is useful to humans ● how the resource or animal has been overused or endangered, and what protective measures (if any) are being taken
<p>Core Instructional Materials</p>	<p>District/School Supplementary Resources</p>
<ul style="list-style-type: none"> ● History Alive - The United States Through Industrialism ● Interactive Student Notebook ● www.teachtci.com (videos, articles, and interactive lessons) ● http://www.njamistadcurriculum.net/history/units 	<ul style="list-style-type: none"> ● Discovery Education videos

Plan for Word Study Grade 8 Unit 9

New Academic Vocabulary:

Review

Tier 2 Vocabulary

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<ul style="list-style-type: none"> ● National Grange ● platform ● Populist Party ● Progressive Movement ● regulation ● social Darwinism ● suffrage ● imperialism ● nationalism ● Roosevelt Corollary ● yellow journalism ● communism ● feminist ● knowledge worker ● mass media ● service sector 	<ul style="list-style-type: none"> ● propaganda ● globalization 	<ul style="list-style-type: none"> ● conservation ● militarism
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Interdisciplinary Connections throughout the K-12 Curriculum

ELA:

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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Integration of 21st Century Themes and Skills	
<p><u>21st Century Skills/ Career Ready Practices:</u></p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p> <p style="text-align: center;"><u>21st Century Career Projects & Activities 5-8</u></p>
2014 Technology Standards	
<p><u>2014 NJ Technology Standards:</u></p>	<p>8.1 Educational Technology (Word PDF) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming (Word PDF) 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.</p>
Differentiation / Accommodations / Modifications	
<p><u>Gifted and Talented:</u></p>	
<p>Extension Activities (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> ● Conduct research and provide presentation of various topics. ● Design surveys to generate and analyze data to be used in discussion. ● Debate topics of interest / cultural importance. ● Authentic listening and reading sources that provide data and support for speaking and writing prompts. ● Exploration of art and/or artists to understand society and history. ● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic). 	

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Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

English Language Learners:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities:

Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure:

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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This 8th grade financial literacy curriculum is designed to be covered in one marking period. The class will be held twice per week.
 Pacing: Approximately two 42 minute periods per week for approximately 10 weeks.

Unit 1: Being an Educated Consumer & Planner

Essential Questions:

- Why is it important to “pay yourself first”?*
- What is the difference between needs and wants?*
- How can deferred gratification help you meet your financial goals?*
- What does it mean to be an educated consumer?*
- What are the relationships between business, government, individuals, society and the economy?*
- How do economic conditions impact financial decision making?*

Pacing: 3 weeks

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to [investment] meeting financial goals, and building wealth.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.F.2 Examine the implication of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and personal finance.</p>	<ul style="list-style-type: none"> ● Understand what it means to “pay yourself first”. ● Determine the difference between wants and needs. ● Explain or show how the concept of deferred gratification can help one reach their short and long term financial goals. ● Explain the basic economic principles of supply and demand. ● Identify what it means to be a responsible consumer. ● Identify the factors to consider when making consumer decisions. ● Identify some significant societal goals that are achieved through an economic system of production and consumption. ● Identify different types of financial decisions that individuals may make at different points in their lives. ● Identify ethical questions that may need to be considered when making particular financial decisions. ● Identify legal questions that may need to be considered when making financial decisions. ● Explain relationships between business, government, individuals and the economy to show an understanding of the connectedness between the different entities.

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Unit 2: Credit as a Financial Tool

Essential Questions: *What is credit?*

How can credit help build financial wealth

Why is it important to have a debt or credit management strategy?

What are the consequences of having too much debt?

Pacing: 3 weeks.

NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.1 Distinguish among cash, check, credit card and debit card.</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.C.3 Compare and contrast debt and credit management strategies.</p> <p>9.1.8.C.4 Demonstrate an understanding of the terminology associated with different types of credit (e.g. credit cards, installment loans, mortgages) and compare interest rates associated with each.</p> <p>9.1.8.C.6 Determine ways to leverage debt beneficially.</p> <p>9.1.8.C.7 Determine potential consequences of using “easy access” credit (e.g. using a line of credit vs. obtaining a loan for a specific purpose.</p> <p>9.1.8.C.9 Summarize the causes and consequences of personal bankruptcy.</p>	<ul style="list-style-type: none"> ● Demonstrate understanding of the term “credit”. ● Compare and contrast using cash, checks, credit cards and debit cards for purchases. ● Identify the advantages and disadvantages of using credit cards versus debit cards. ● Determine how debt can help build a person’s financial wealth. ● Identify different types of credit that can be used to support financial decisions (i.e. college or other purchases) ● Discuss and compare interest rates for different types of credit and loans. ● Compare and contrast debt and credit management strategies. ● Identify and discuss the potential consequences of using “easy access” credit. ● Discuss situations where credit was not used appropriately. ● Summarize causes and consequences of personal bankruptcy. ● Determine when one should seek credit counseling. ● Identify strategies to avoid bankruptcy.

Unit 3: Identity Theft & Fraud

Essential Questions:

Why is it important to protect personal information?

How does identity theft impact individuals and society?

How can misleading advertising and fraud impact financial goals?

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Pacing: 2 weeks	
NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, and filing forms.</p> <p>9.1.8.C.8 Explain the purpose of a credit score and credit record, and summarize borrower’s credit report rights.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.</p> <p>9.1.8. E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.</p>	<ul style="list-style-type: none"> ● Determine ways that personal information can be stolen. (i.e social media, phone scams, etc.) ● Determine how stolen identities can be used to ruin a person’s financial situation. ● Identify personal information that should not be disclosed to others. ● Understand the purpose and importance of having a good credit score and credit record. ● Summarize borrower’s credit report rights. ● Identify credit reporting agencies and their purpose. ● Analyze advertisements and discuss misleading statements or false advertising. ● Identify how false advertising can impact a person’s finances. ● Discuss how false or misleading advertising can be related to fraud. ● Research a consumer protection law and justify the creation of the law.
<i>Unit 4: Insurance & Protection</i>	
<p>Essential Questions: <i>What is the purpose of insurance?</i> <i>When is it appropriate to purchase insurance?</i> <i>What are the costs and benefits to having insurance?</i></p>	
Pacing: 2 weeks	
NJ Student Learning Standards	Knowledge and Skills Students will Demonstrate
<p>9.1.8.G.1 Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.1.8.G.2 Determine the criteria for deciding the amount of insurance protection needed.</p>	<ul style="list-style-type: none"> ● Describe how valuable items might be damaged or lost. ● Research how financial products can help reduce the risk of loss. ● Identify different types of insurance for different items of value (i.e. life, auto, home, personal property, etc.) ● Analyze the need for different types of insurance. ● Analyze the impact of deductibles.

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<p>9.1.8.G.3 Analyze the need for and value of different types of insurance and the impact of deductibles.</p> <p>9.1.8.G.4 Evaluate the needs for different types of extended warranties.</p> <p>9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.</p> <p>9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions.</p>	<ul style="list-style-type: none"> ● Evaluate extended warranties including their purpose and cost. ● Research and identify various financial institutions and how they are rated. ● Evaluate how financial institutions can help meet personal financial goals. ● Compare and contrast the financial products and services offered by different types of financial institutions.
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>
<p>Class discussions, sharing of prior knowledge; conferences with students and student groups; homework assignments; reflective writing assignments; teacher observations</p>	<p>Projects that engage students with real world applications of the ideas presented in the unit. Unit quizzes. Case Study analysis</p>
<p>Core Instructional Materials</p>	<p>Supplementary Resources</p>
<p><i>Practical Money Skills - Lesson Plans Grade 7-8</i> <i>Next Gen Personal Finance Resources</i></p>	<p>The Mint Budgets for Kids Wants vs Needs www.bizkids.com Pay Yourself First Rich Kid Smart Kid Finance in the Classroom Lesson plan for Debit or Credit PBS: Debit vs. Credit - Your Life. Your Money Using and abusing credit Credit Score - Kids Learn About Credit Financial Games Warning! Identity Theft Brochure (Project) Biz Kids - Financial Institutions. All the Same? What's Up In Finance?</p>
<p>Suggested Activities</p>	

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Use current events, such as a recent weather disaster (e.g. California fires, hurricanes) to help students understand the need for insurance.

Have students debate whether homes should be built in a region that is prone to natural disasters, discussing who should pay to rebuild, etc.

Watch commercials for financial products and discuss the marketing strategies.

Engage students in a discussion of ethical/legal behaviors involving high profile cases like Bernie Madoff or Martha Stewart.

Research different types of loans and their purpose in an overall financial plan.

Interdisciplinary Connections

Mathematics:

7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

A.SSE.B.3.C Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12) 12t \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

English-Language Arts:

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.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.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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W.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.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

21st Century Skills/ Career Ready Practices:

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

- Students will learn to work respectfully in groups within the classroom.

CRP2. Apply appropriate academic and technical skills.

- Students will use technology to research and identify instances of identity theft.
- Students will use financial calculators to determine the impact of interest on credit cards and loans.

CRP4. Communicate clearly and effectively and with reason.

- Students will explain and defend their reasoning when working on tasks in class and support this reasoning with evidence either verbally or in writing.

CRP5. Consider the environmental, social and economic impacts of decisions.

- Students will discuss case studies regarding making financial decisions.

CRP6. Demonstrate creativity and innovation.

- Students are encouraged to look at more than one way to solve a problem and determine a good strategy to leverage debt and use insurance to protect assets.

CRP7. Employ valid and reliable research strategies.

- Students will have the opportunity when exploring real world applications and resources through the Internet to question the validity of the data presented, and to use the information gathered to make decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

- Students will be prompted to explore and analyze misleading advertising and fraudulent claims.
- Students will be encouraged to become educated consumers.

CRP9. Model integrity, ethical leadership and effective management.

- Students will learn time management skills when given both short-term and long-term tasks to complete.
- Students will learn leadership skills when working with groups.
- Students model integrity when completing assignments independently.

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CRP10. Plan education and career paths aligned to personal goals.

- In this unit, various real world applications are explored which may lead to a student’s interest in a particular career field.

CRP11. Use technology to enhance productivity.

- Students will use technology (calculator, online resources) to compare interest rates and

CRP12. Work productively in teams while using cultural global competence.

- When working in groups, students will be encouraged to include all members and to encourage the contribution of all members.

[2014 NJ Technology Standards:](#)

8.1 Educational Technology ([Word](#) | [PDF](#))

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

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

([Word](#) | [PDF](#))

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.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

Differentiation/Accommodations/Modifications

Gifted and Talented

(content, process, product and learning environment)

Extension Activities

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).
- Activities defined as “Gold” require more advanced logic and reasoning skills and will be provided as additional or replacement work on a weekly basis.
- Coordination with the G&T teacher in order to supplement the math curriculum as needed.

Anchor Activities

- Use of Higher Level Questioning Techniques

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- Provide assessments at a higher level of thinking

English Language Learners

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills/techniques that need to be mastered.
- Extended time to complete class work
- Visual dictionaries to help build vocabulary
- Provide copy of class notes
- Pair with a peer for assistance during class

Modifications for Homework/Assignments

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(possible appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Establish expectations for correct spelling on assignments.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests and check Google classroom for updates and assignments
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

Students at Risk of School Failure

Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily

Modifications for Homework and Assignments

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

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