



Totowa Public Schools

Social Studies

Grade 7

Aligned to NJSL Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Road to the Revolution and the New Republic	12 Weeks	Lessons satisfy DEI, LGBTQ and People with Disabilities, Climate Change, Holocaust, Amistad
Unit 2: Expansion and Reform	12 Weeks	Lessons satisfy AAPI Mandate
Unit 3: Civil War and Reconstruction	12 Weeks	Lessons satisfy Amistad Mandate
		Curricular Mandate List

Title	Road to the Revolution and the New Republic
Unit Duration	12 Weeks
Unit Summary & Rationale	<p><i>The American Revolutionary Era began with the French and Indian War in 1754. It culminated in the first presidential election under the new Constitution of the United States in 1789. This unit discusses the crises that led to conflict in the Colonies, the Revolutionary War, and the republic and government that followed.</i></p> <p><i>As a young Republic, the United States was immediately confronted with a wide range of responsibilities, problems, and opportunities in the late 1700s and early 1800s. This unit examines the presidential administration of Jefferson. It also discusses the major political, economic and foreign policy issues that confronted the United States between 1801 and 1825.</i></p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How did the rivalry of Britain and France lead to the French and Indian War in North America? • How did the Battle of Saratoga mark a turning point of the Revolutionary War? • How and why did the Americans win the Revolutionary War? • How did Jefferson use his democratic style as president? • Describe how the United States purchased Louisiana. • What were the results of the explorations of Lewis and Clark and of Zebulon Pike? • Why did the War Hawks push for war against Britain? • Identify the Industrial Revolution, and explain its effects on the United States. • What was the purpose of the Monroe Doctrine?
Enduring Understandings	<ul style="list-style-type: none"> • The French and Indian War marked the end of the French empire in North America. In the treaty that ended the war, Britain gained control of Canada and lands east of the Mississippi River, except New Orleans

	<ul style="list-style-type: none"> • The Battle of Saratoga ended the British threat England. • In October 1781, the British surrendered at Yorktown. In the 1783 Treaty of Paris, Britain recognized United States independence. • Jefferson sought to set a democratic tone and wanted to reduce the role of the federal government. • In 1803, the United States purchased the territory of Louisiana from France, doubling the size of the nation. • Lewis and Clark studied the geography of the territory and learned about its Indian nations. Explorers brought back much useful information about the Louisiana Purchase. • The War Hawks wanted to bring lasting safety in frontier settlers, stop British seizure of American ships, and expand the national borders into Canada and Florida. • The Industrial Revolution began when the spinning jenny and the water-powered loom made possible the mass production of textiles. • The Monroe Doctrine was determined to keep Europe out of the Western Hemisphere
Learning Outcomes	<ul style="list-style-type: none"> • Explain why war began in North America. • Describe how mistakes led to British defeats early in the war. • Identify what turned the tide of war in Britain’s favor. • Explain how British troops defeated French troops. • Describe how Britain tried to ease growing tensions on the American frontier. • List the ways colonists reacted to new taxes imposed by Parliament. • Identify new colonial leaders. • Explain the events that led to the Boston Massacre. • Explain how a dispute over tea led to tension between the colonists and Britain. • Describe how Parliament struck back at Boston. • Identify the reasons fighting broke out at Lexington and Concord. • Describe how Congress struggled between peace and war with Britain.

- List the advantages each side had as it entered the war.
- Explain how the Continental Army gained control of Boston.
- Describe the impact of Common Sense.
- List the steps Congress took to declare independence.
- Summarize the main ideas of the Declaration of Independence.
- List the battles fought in New York and New Jersey.
- Explain how the Battle of Saratoga marked a turning point of the war.
- Describe the condition at Valley Forge
- Describe the role of women in the war.
- List the choices African Americans had during the American Revolution.
- Explain how the war was fought on the frontier and at sea.
- Explain why Britain decided to start fighting in the South.
- Describe the British defeat at Yorktown.
- List the terms of the Treaty of Paris.
- Explain why the Americans won the war.
- List the result of the explorations of Lewis and Clark and of Zebulon Pike.
- List the benefits and risks of overseas trade.
- Describe how the British and French violated the Neutrality of American ships.
- Explain why Jefferson decided to impose an embargo.
- Explain why conflicts between white settlers and Native Americans increased during the early 1800s.
- Identify the goal of Tecumseh's Native American confederation.
- Describe why the War Hawks pushed for war against Britain.
- Describe how the United States was not ready for war.
- List the successes Americans had in the West.
- Describe the progression of the final battles of the war.
- Explain why New Englanders protested the war.
- Identify the Industrial Revolution and explain its effects on the United States.

- Explain why Lowell Massachusetts, was called a model factory town.
- Describe life in early factories.
- Summarize the impact the Industrial Revolution has on American cities.
- Describe how settlers traveled west.
- List the steps Americans took to improve their roads.
- Explain how steamboats and canals improved transportation for Americans.
- Discuss sectionalism's impact in the Era of Good Feelings.
- Explain how Congress helped industry after the war ended.
- Describe Henry Clay's American System.
- Explain how the Supreme Court gave more power to the federal government.
- Explain how Latin American nations won independence and became republics.
- Describe how the United States gained Florida.
- Explain the purpose of the Monroe Doctrine.
- Describe Jefferson's democratic style as president.
- List the actions Jefferson took to reduce the power of the federal government.
- Explain how Chief Justice John Marshall strengthened the Supreme Court
- Explain why control of the Mississippi River was important to the United States.
- Describe how the United States purchased Louisiana.
- [America colonization 'cooled Earth's climate' - BBC News \(Climate Change Law\)](#)
- [South Asian American Digital Archive \(SAADA\) \(AAPI Law\)](#)
- [The Path to LGBTQ Equality Is Through the Constitution \(LGBT Pw/D\)](#)
- [What is a Hate Crime? \(DEI, LGBT Pw/D\)](#)
- Boston Massacre Crime Scene (*Amistad*)
- [Why I Refuse to Fight My Disability \(LGBT Pw/D\)](#)

Assessment Evidence

Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images, class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DBQs
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	<p>Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, The American Nation Prentice Hall, 2005, Microsoft 365, Primary and Secondary Source Documents</p> <p>Separation of Powers Civics 101 PBS LearningMedia</p> <p>America colonization 'cooled Earth's climate' - BBC News (Climate Change Law)</p> <p>South Asian American Digital Archive (SAADA) (AAPI Law)</p> <p>The Path to LGBTQ Equality Is Through the Constitution (advocate.com) (LGBTQ+)</p> <p>What is a Hate Crime? (Diversity, Equity and Inclusion)</p> <p>Elie Wiesel's Remarks at the Dedication of Yad Vashem Holocaust History Museum (Holocaust)</p> <p>Episode 2: Checks and Balances The American Experiment PBS LearningMedia</p> <p>Why I Refuse to Fight My Disability (LGBT Pw/D)</p> <p>Approved Class Resource List</p> <p>Social Studies Primary Source List</p>
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation

<p>Political and civil institutions impact all aspects of people’s lives.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. • 6.1.8.CivicsPI.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. • 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
<p>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p>	<ul style="list-style-type: none"> • 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. • 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

<p>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p>	<ul style="list-style-type: none"> 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
<p>Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<ul style="list-style-type: none"> 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
<p>Chronological sequencing helps us understand the interrelationship of historical events.</p>	<ul style="list-style-type: none"> 6.1.8.HistoryCC.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. 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
<p>Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</p>	<ul style="list-style-type: none"> 6.1.8.HistoryCC.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>Historical contexts and events shaped and continue to shape people's perspectives.</p>	<ul style="list-style-type: none"> 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

	<ul style="list-style-type: none"> 6.1.8.HistoryUP.3.c: Analyze 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 from multiple perspectives.
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.	<ul style="list-style-type: none"> 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

- R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
 - ○ 1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - ○ 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - ○ 1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - ○ 1.d: Establish and maintain a formal style.

- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- ○ 2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ 2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic. ●
- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.7: Conduct short research projects to answer a question (including a self generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving

Title	Expansion and Reform
Unit Duration	12 Weeks
Unit Summary & Rationale	<i>Between 1820 and 1860 the United States underwent an enormous transformation. From a fledging republic during the administration of James Monroe, the country grew over the next 40 years in size, population, economic productivity, and international stature.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How did the growing spirit of equality change voting rights in the 1820s? • Why were settlers and trappers attracted to Oregon and the Far West? • How did new inventions change manufacturing and farming in the North? • Explain how political and religious ideals provided inspiration for reform. • How did the antislavery movement begin and grow? • Why did some women call for equal rights in the 1890s?

<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Political parties developed more democratic ways of choosing candidates for President. • Trappers were attracted because of the plentiful fur-bearing animals; settlers were attracted by the fertile land in certain areas such as the Willamette River valley. • The steel plow and the reaper made work easier for farmers. • Religious and political factors contributed to the spirit of reform. • The antislavery movement grew through public lectures and publishing antislavery newspapers. • Women could not vote or hold office; they had to turn over their property to their husbands when they married
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Summarize how more citizens gained suffrage in the 1820s. • Explain the dispute over the 1824 election. • Describe why President was unpopular. • List the new political parties. • List the qualities that helped Andrew Jackson succeed. • Explain the spoils system. • Summarize why President Jackson fought the Bank of the United States. • Explain how the tariff crisis led to the Nullification Act. • Summarize why Native Americans were forced off their land. • List the economic problems Martin Van Buren faced. • Describe the campaigns of 1840. • Explain the appeal of Oregon and the Far West. • Summarize how mountain men helped explore the Far West. • Describe the role missionaries played in Oregon • Identify the hardships faced on wagon trains to the West. • Summarize why Americans in Texas conflicted with Mexico. • Explain how Texas gained independence. • Describe how the Alamo affected Texans • Identify the challenges the Lone Star Republic faced.

- Explain why Americans took an interest in the New Mexico Territory.
- Describe life for Native Americans on California's missions and ranches.
- Summarize why many Americans supported the idea of westward expansion
- Explain how will the United States gained Oregon and Texas.
- List the causes and results of the Mexican War.
- Name the new lands the United States acquired as a result of the Mexican War.
- Describe how a mix of cultures shaped California and the Southwest.
- Summarize why California developed such a diverse population.
- Summarize how new inventions changed manufacturing and farming in the northern economy.
- Identify the difficulties faced by the first railroads.
- Explain how railroads and clipper ships helped the northern economy.
- Describe factory conditions in the 1840s
- Identify what factory workers hoped to accomplish by joining together.
- Describe the new immigrants.
- Explain how free African Americans were treated in the North,
- Identify how the cotton gin improved cotton production in the South.
- Explain how the South became an agricultural economy.
- Describe the ways in which the South was dependent on the North.
- Name the groups of white southerners that made up southern society.
- Describe how free African Americans were treated.
- Explain how African Americans resisted slavery.
- Explain how political and religious ideals provided inspiration for reform.
- Summarize reforms sought for criminals and the mentally ill.
- Identify the goals of the temperance movement.
- Describe how reformers improved education.
- Explain how the antislavery movement began and grew.
- Describe the Underground Railroad.

- Identify why so many white northerners and southerners opposed abolition.
- Explain why some women called for equal rights in the 1800s.
- List the goals that were set at the Seneca Falls Convention.
- Summarize how women won new educational opportunities.
- Describe the new style of American painting.
- Summarize themes that American writers explored.
- Identify why the “inner light” was important to Emerson and Thoreau.
- [Declaration of Sentiments, Seneca Falls Conference, 1848 \(DEI\)](#)
- [Newsela - "A joyous day": Jackson confirmed as first Black female U.S. Supreme Court justice \(Amistad Law\)](#)
- **Students will conduct a research project during AAPI Month (AAPI)**

Assessment Evidence	
Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images, class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DQBs
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p>
Resources to Promote Learning	
Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents <u>Declaration of Sentiments, Seneca Falls Conference, 1848 (DEI)</u>

[Newsela - "A joyous day": Jackson confirmed as first Black female U.S. Supreme Court justice \(Amistad Law\)](#)
[Approved Class Resource List](#)
[Social Studies Primary Source List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Social Studies

Core Ideas	Performance Expectation
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	<ul style="list-style-type: none"> 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> 6.1.8.EconET.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. 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.	<ul style="list-style-type: none"> 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

	<ul style="list-style-type: none"> 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements. 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. 6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

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- NJSLSA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WHST.6-8.1: Write arguments focused on discipline-specific content.
 - ○ 1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - ○ 1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - ○ 1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - ○ 1.d: Establish and maintain a formal style.

- WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- ○ 2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. ○ 2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic. ●
- WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

2020 SLS: Computer Science & Design Thinking

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- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.
- 8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MS- LS4-5, 6.1.8.CivicsPI.3).

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Critical thinking • Collaboration and Teamwork • Problem Solving
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Title	The Civil War & Reconstruction
Unit Duration	12 Weeks
Unit Summary & Rationale	<i>The Civil War stands as the most divisive and brutal era in American history. This unit focuses on its causes, the conflict itself, and the bitter years of Reconstruction that followed the four-year war between the North and the South.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What was the purpose of the Missouri Compromise? • Explain the rapid emergence of Abraham Lincoln as a Republican leader. • How did the Civil War begin in 1861? • What issues divided the nation? • What was Lincoln’s primary goal in the war? • What were the effects of the Emancipation Proclamation?

	<ul style="list-style-type: none"> • Explain how the rights of African Americans were restricted in the South after Reconstruction?
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • The Missouri Compromise was an 1819 agreement to admit Maine (free state) and Missouri (slave state) to the Union to maintain equal number of slave and free states • In 1858, Lincoln challenged Douglas to a series of debates in the campaign for the Senate. • After the Confederates shelled the fort, the Union forces surrendered to the Confederate forces on April 13, 1861. • The goal of the South was to become an independent nation and to preserve its traditional way of life. The goal of the North was to preserve the Union. • Lincoln believed that slavery was wrong, but he did not want to turn the slave-holding border states against the Union. Also, he was not sure that enough people in the Union would fight against slavery. • At the time, no slaves were freed; the Proclamation affected only slaves in Confederate states not under Union control. Enslaved African Americans and in Union border states in the Union-held Confederate territories were not covered.
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Describe the purpose of the Missouri Compromise. • Explain why conflict arose over the issue of slavery in the western territories, • Identify why the Free-Soil party was founded. • Explain why the slavery debate erupted again in 1850. • Describe the impact of Compromise of 1850. • Summarize how <i>Uncle Tom's Cabin</i> affected attitudes toward slavery. • Identify the goal of the Kansas-Nebraska Act. • Explain why violence erupted in Kansas and in the Senate. • Summarize the impact of the Dred Scott case on the nation. • Explain why the Republican party was founded. • Explain the rapid emergence of Abraham Lincoln as a Republican leader. • Describe the reaction to John Brown's raid on Harpers Ferry.

- Explain how the 1860 election reflected sectional divisions.
- Describe how the South reacted to the election results.
- Identify how the Civil War began in 1861.
- Explain the issues that divided the nation.
- Describe the strengths and weaknesses of the North and the South,
- Identify the leaders of each side in the war.
- Describe the strategies each side adopted to win the war.
- Explain how early encounters dispelled hopes for a quick end to the war.
- Identify the victories of the Confederates.
- List the victories of the Union.
- Identify Lincoln's primary goal in the war.
- Describe the effects of the Emancipation Proclamation.
- Explain African Americans' contribution to the war effort both in the Union army and behind Confederate lines.
- Describe conditions for Confederate and Union soldiers.
- Explain what problems each side faced at home.
- Summarize how the war affected the economies of the North and the South,
- Identify the role women played in the war.
- Explain why the Union victories at Vicksburg and Gettysburg were important.
- Describe Grant's plan for ending the war.
- Identify Lincoln's hopes for the Union after his reelection.
- Summarize why the Civil War Describe the nation's postwar problems.
- List the early steps that were taken toward Reconstruction.
- Explain how the assassination of Lincoln and the inaugurations of a new President led to conflict.
- Describe how Congress reacted to the passage of black codes in the South.
- Explain how Radical Republicans gained power in Congress.
- Identify why President Johnson was impeached.
- Identify new forces in southern politics.

- Describe how southern Conservatives resisted Reconstruction,
- List the challenges facing Reconstruction governments.
- Explain why sharecropping led to a cycle of poverty..
- List the events that led to the end of Reconstruction.
- Explain how the rights of African Americans were restricted in the South after Reconstruction.
- Identify industries that flourished in the “New South.” was a major turning point in the U.S. history.
- Students will read and analyze Juneteenth - A Celebration of Freedom (text set) (Amistad)
- Career Exploration – Students will explore a career from the 1840s – 1900s and discuss it’s modern role.
- [Letter from Frederick Douglass to Harriet Tubman \(Amistad\)](#)
- [BLACK SOLDIERS IN THE CIVIL WAR \(Amistad\)](#)
- [THE MISSOURI COMPROMISE \(Amistad\)](#)
- [LINCOLN'S SPEECH ON SLAVERY \(Amistad\)](#)

Assessment Evidence	
Formative	Responses to Interactive Whiteboard Activities, Check-In, Kahoots, Analyzing Images, class activities, Online Self-Check Quizzes, Exit Tickets, Graphic Organizers.
Summative	Tests, Quizzes, Projects, Written and Oral Responses, DQBs
Alternative and Benchmark	<p>Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments, Juneteenth - A Celebration of Freedom (text set)</p> <p>Benchmark – Teacher generated unit assessments.</p> <p><u>Formative, Summative, Alternative and Benchmark Assessments</u></p> <p><u>Social Studies Primary Source List</u></p>
Resources to Promote Learning	

Resources & Equipment Needed	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents Letter from Frederick Douglass to Harriet Tubman (Amistad) BLACK SOLDIERS IN THE CIVIL WAR (Amistad) THE MISSOURI COMPROMISE (Amistad) LINCOLN'S SPEECH ON SLAVERY (Amistad) Approved Class Resource List Social Studies Primary Source List
Content & Interdisciplinary Standards	
NJ 2020 SLS: Social Studies	
Core Ideas	Performance Expectation
Historical events may have single, multiple, direct and indirect causes and effects.	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. • 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. • 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> • 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. • 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. • 6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). • 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. • 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions
- Taking Informed Action

NJ: 2016 SLS: English Language Arts

- R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
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Interdisciplinary/21st Century Connections

Connections and Skills

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General

- Allow extra time
- Repeat and clarify directions
- Provide breaks in between tasks
- Have student verbalize directions
- Provide timelines/due dates for reports and projects

Processing

- Provide extra response time
- Have student verbalize steps
- Repeat directions
- Provide small group instruction
- Include partner work

Comprehension

- Provide reading material on student's level
- Have student underline important points
- Assist student on how to use context clues to identify words/phrases
- Ensure short manageable tasks

Tests/Quizzes/Grading

- Provide extended time
- Provide study guides
- Limit number of responses

Behavior/Attention

- Establish classroom rules
- Write a contract with the student specifying expected behaviors
- Provide preferential seating
- Re-focus student as needed

Organization

- Monitor the student and provide reinforcement of directions
- Verify the accurateness of homework assignments
- Display a written agenda

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Reinforce student for staying on task | |
|--|---|--|

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Use information from the WIDA testing to help facilitate individualized assessments for ELL students
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.