



**Totowa Public Schools**

**Social Studies**

**Grade 8**

**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>
Foundations of American Citizenship	12 Weeks	Lesson satisfies DEI, AAPI, Amistad Law
The National Government	8 Weeks	Lesson satisfies LGBT Pw/D and Amistad Laws
Political Parties and Interest Groups	4 Weeks	Lesson satisfy Holocaust Law Laws
State and Local Government	4 Weeks	Lessons satisfy DEI Laws
The Individual and the Law & The Economy and the Individual	8 Weeks	Lesson satisfy Climate Change and Amistad Laws
		<a href="#">Curricular Mandate List</a>

<b>Title</b>	Foundations of American Citizenship
<b>Unit Duration</b>	12 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>The study of civics is the foundation for the understanding of the Constitution of the United States. Prior to the Constitution, the United States was a group of states following the Articles of Confederation which had no strong central government. The U.S. Constitution bound the states together with a strong foundation of federal laws and three branches of government.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why do people from other countries migrate to the United States, and how do they become American citizens?</li> <li>• Why did the colonists settle in America, and why did they rebel against Great Britain? Why is the Constitution the United States' most important document?</li> <li>• What rights are included in the Bill of Rights, and what additional amendments were added to protect the rights and beliefs of the people?</li> <li>• What would happen if citizens ignored their civic duties and responsibilities?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Some come for personal freedom and to avoid harsh governments. To become a citizen, they are either born in the United States or follow the naturalization process.</li> <li>• Some came for religious freedom, economic opportunities, and some were slaves. They rebelled due to the unfair trade and tax policies put on the colonies by the British.</li> <li>• The Constitution outlines our government.</li> <li>• Freedom of speech, press, religion, right to assemble, right to petition, and to be treated fairly if convicted of a crime. The Civil War Amendments were added to give liberties to African Americans and later all citizens were equal.</li> <li>• People's rights would be disrespected, courts couldn't function, there would not be representative votes, and city and federal programs would not be funded</li> </ul>

## Learning Outcomes

- Explain what it means to be an American citizen.
- Describe a diverse population.
- Explain how Americans share key values and how these values are important in American life and institutions.
- Explain how people become American citizens.
- Explain the different levels of government and what they are responsible for.
- Explain how political and economic institutions evolved to help individuals and groups accomplish their goals.
- Explain how political, social, religious, and economic changes influence the way Americans think and act.
- Explain how political principles and major events shape how people form governments.
- Explain how Americans faced the task of forming independent governments at both the state and national levels.
- Explain why the leaders decide to create a new government.
- Explain how and why many of the provisions of the Constitution were arrived at through a series of compromises.
- Describe the sections of the Constitution.
- Describe the Amendment process.
- Explain the basic principles of government set forth in the Constitution.
- Explain how power is divided between national and state governments under federalism.
- Explain how the Constitution establishes and protects fundamental rights and liberties.
- Explain how the First Amendment to the Constitution guarantees basic freedoms essential to American democracy.
- Explain how Bill of Rights Amendments 2 through 10 are guarantees for protection and right to fair legal treatment for Americans.
- Explain how the Constitution reflects the values and goals of the society that creates it.
- Explain how the struggle for equality in America has persisted and has extended to include many groups.

- Explain how citizens must fulfill their civic duties and responsibilities for government to be effective.
- Explain how citizen participation is essential to the foundation and preservation of the U.S. political system.
- [What's Under the Turban \(Diversity, Inclusion and Equity Law\)](#)
- [America's Civil Rights Movement | A Time for Justice \(Amistad Law\)](#)
- Students will read and analyze selected readings from [South Asian American Digital Archive \(SAADA\)](#) (AAPI Law)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions, Kahoot
<b>Summative</b>	Tests, Quizzes, Projects, Written, DBQs and Oral Responses
<b>Alternative and Benchmark</b>	<p>Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Student Portfolio</p> <p>Benchmark: Teacher generated assessments, LinkIt Benchmark</p> <p><a href="#"><u>Formative, Summative, Alternative and Benchmark Assessments</u></a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents <a href="#"><u>What's Under the Turban (Diversity, Inclusion and Equity Law)</u></a> <a href="#"><u>America's Civil Rights Movement   A Time for Justice (Amistad Law)</u></a> <a href="#"><u>South Asian American Digital Archive (SAADA)</u></a> (AAPI Law) <a href="#"><u>Approved Class Resource List</u></a> <a href="#"><u>Social Studies Primary Source List</u></a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	

<p>Political and civil institutions impact all aspects of people’s lives.</p>	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li> </ul>
<p>Governments have different structures which impact development (expansion) and civic participation.</p>	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</li> </ul>
<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"> <li>• 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li> </ul>
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</li> <li>• 6.3.8.CivicsPR.2: 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.</li> <li>• 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>• 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>• 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</li> </ul>
<p>Political and civil institutions impact all aspects of people’s lives.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
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.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> <li>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).</li> <li>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</li> <li>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</li> </ul>
Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> <li>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.</li> <li>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> </ul>
<b>Social Studies Practices</b>	
<p>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).</p>	
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>Gathering and Evaluating Sources</li> </ul>	
<ul style="list-style-type: none"> <li>Seeking Diverse Perspectives</li> </ul>	

- 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.
- 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**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

<b>Title</b>	National Government
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>One of the key principles in the Constitution is the separation of powers thus giving us the three branches of government. This separation has helped maintain a</i>

*national government strong enough to be effective yet safeguarding individual rights.*

**Unit Goals**

**Essential Questions**

- What powers does Congress have and how are their powers limited?
- What are the president's powers as given by the Constitution?
- What are the types of courts in the federal court system?

**Enduring Understandings**

- There are legislative (spending money, dealing with foreign countries) and Non legislative (check other branches, impeach) powers. They also are limited in their powers to protect the American citizen.
- The main job of the president is to execute the laws passed by the Congress as well as make treaties with other countries and serve as commander in chief of the armed forces.
- There are three types of federal courts: district courts, courts of appeals, and the Supreme Court.

**Learning Outcomes**

- Explain how the Constitution set up the Legislative Branch.
- Explain the legislative and Non legislative powers of Congress as well as their limitations.
- Explain the qualifications for the House and Senate as put forth by the Constitution.
- Explain the different work roles by the people elected to represent them in government.
- Describe the steps it takes for a bill to become law.
- Describe the qualities needed in the person who is president of the United States.
- Explain the president's roles and responsibilities.
- Describe how the president leads the nation's armed forces and directs U.S. foreign policy.
- Explain the organization of the Executive Branch and the responsibilities of the various departments.

- Explain the cases heard by federal courts.
- Explain how federal courts are organized.
- Explain jurisdiction and powers of the Supreme Court.
- Explain the cases heard by the Supreme Court and how they are chosen to be heard.
- [14th Amendment Reading \(DEI, LGBTQ Pw/D\)](#)
- [What is a Hate Crime? \(LGBTQ Pw/D, Holocaust\)](#)
- [Slavery and the U.S. Constitution | PBS LearningMedia \(Amistad Law\)](#)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Student Portfolio Benchmark: Teacher generated assessments, LinkIt Benchmark  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents <a href="#">14th Amendment Reading (DEI, LGBTQ Pw/D)</a> <a href="#">What is a Hate Crime? (LGBTQ Pw/D, Holocaust)</a> <a href="#">Slavery and the U.S. Constitution   PBS LearningMedia (Amistad Law)</a> <a href="#">The Judicial Branch   Georgia Stories   PBS LearningMedia</a> <a href="#">Approved Class Resource List</a> <a href="#">Social Studies Primary Source List</a>
<b>Content &amp; Interdisciplinary Standards</b>	

**NJ 2020 SLS: Social Studies**

<b>Core Ideas</b>	<b>Performance Expectation</b>
Political and civil institutions impact all aspects of people’s lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
Civic participation and deliberation are the responsibility of every member of society.	6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
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.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
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.	6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.2: 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. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.

	<p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
Political and civil institutions impact all aspects of people’s lives.	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.
Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	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.
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.	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
Historical contexts and events shaped and continue to shape people’s perspectives.	6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
<b>Social Studies Practices</b>	
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.
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- 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



**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**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Title</b>	Political Parties
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Political parties are organizations of everyday people with broad common interests who organize to win elections, operate the government, and influence government policy. Interest groups are citizens who influence government policy on a particular issue.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why are two party systems more efficient than multiparty systems?</li> <li>• Why is it important to build grassroots support?</li> <li>• What requirements are needed to vote and why should you exercise your right to vote?</li> <li>• Why is public opinion an important part of the American government?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• In multiparty systems one party very rarely gets a majority vote, and decisions are delayed until coalitions form a majority.</li> <li>• It allows the party to handle local issues and build local support.</li> <li>• In order to vote a person must be 18 years of age, a resident of a state for a certain period of time, and a U.S. citizen. You must also be registered.</li> <li>• A person should vote as it gives them an opportunity to show their support or is pleasure with government.</li> <li>• Public opinion affects public policy so government officials need to be aware of how the public feels about issues.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the growth of political parties in the United States.</li> <li>• Describe the organization of political parties.</li> <li>• Explain how candidates are nominated.</li> <li>• Describe other responsibilities of political parties.</li> <li>• Explain how the right to vote is one of the fundamental rights of citizens in a democratic society.</li> <li>• Describe the different types of elections in the United States political system.</li> <li>• Describe how running for office is the first step in the election process.</li> <li>• Explain how campaign funding is governed.</li> </ul>

- Explain why the U.S. Constitution left election procedures up to the individual states.
- Explain how public opinion plays an important role in our democracy.
- Explain how the nation’s media can influence politics and government.
- Explain how interest groups have evolved to help individuals and groups accomplish their goals.
- [Who Was Anne Frank?](#) (Holocaust)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Student Portfolio Benchmark: Teacher generated assessments, LinkIt Benchmark <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents <a href="#">Who Was Anne Frank?</a> (Holocaust) <a href="#">Approved Class Resource List</a> <a href="#">Social Studies Primary Source List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Political and civil institutions impact all aspects of people’s lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
Civic participation and deliberation are the responsibility of every member of society.	6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
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	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
Political and civil institutions impact all aspects of people's lives.	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
Chronological sequencing helps us understand the interrelationship of historical events.	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.

### **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.
- 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**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving

<b>Title</b>	State and Local Government
<b>Unit Duration</b>	4 Weeks

<b>Unit Summary &amp; Rationale</b>	The Tenth Amendment of the U.S. Constitution states “all powers not specifically given to the federal government or prohibited to state governments are reserved to the states”. Powers were divided between state and federal so the power was evenly distributed. The states then work with the municipalities to further distribute the responsibilities to benefit the public.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What powers reserved to states protect the safety of citizens?</li> <li>• What issues face state legislators today?</li> <li>• What judicial powers does a governor have?</li> <li>• Why are state supreme courts called courts of last resort?</li> <li>• How does the council – manager government differ from the mayor – council government?</li> <li>• What are some services counties provide today?</li> <li>• What are the basic responsibilities of village government?</li> <li>• What should be considered when deciding on the priorities of a community?</li> <li>• Why do some critics believe the school voucher program violates the First Amendment?</li> <li>• What have individual citizens done to protect the environment?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Powers include law enforcement agencies, the buildings of roads and bridges, protect the</li> <li>• public’s health, welfare, and morals, and administer elections.</li> <li>• Problems they face include crime, drug abuse, and raising taxes or cutting programs.</li> <li>• Governors can pardon criminals, commute their sentences, or grant paroles.</li> <li>• The decisions of state supreme courts are final except in cases that could go the U.S. Supreme Court.</li> <li>• In a council – manager government, the executive powers go to the hired city manager</li> <li>• while in a mayor – council government, the elected mayor has power.</li> </ul>



	<ul style="list-style-type: none"> <li>• Some services provided today by counties include sewer and water service, mass transit</li> <li>• system, and health and social services.</li> <li>• The village government works on improving services and projects that will help the</li> <li>• community. They may also set up their own school district.</li> <li>• People need to consider the relative importance of the goals in order to prioritize</li> <li>• them, and they must consider the resources (money, people, and materials) available to</li> <li>• achieve the goals.</li> <li>• Critics believe the school voucher programs violate the First Amendment (separation of</li> <li>• church and state) when vouchers are used to send students to religious schools.</li> <li>• Individual citizens have formed environmental protection groups such as Sierra Club, the Audubon Society, and the Wilderness Society.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain how the U.S. Constitution created a federal system of government in which the central government and state governments share power.</li> <li>• Explain how the Constitution gives the state legislation branch the power to make laws.</li> <li>• Explain how the Constitution gives the executive branch the power to execute the law.</li> <li>• Explain how governors are the chief executives of all state governments. Explain how the judicial branch is charged with interpreting the law.</li> <li>• Explain why most legal matters within a state are handled by the state's court system.</li> <li>• Explain how local governments are created by states.</li> </ul>

- Describe the common form of government which features an executive and a legislature.
- Describe the council – manager form of local government.
- Describe the commission form of government.
- Describe county governments with regards to the officials and make-up.
- Describe the types of governments found in towns, townships, and villages.
- Explain how a democratic society requires the active participation of its society.
- Explain how a democratic society requires the active participation of its citizens.
- Explain how protecting the environment is an important issue with which community leaders must deal with.
- Explain how scarcity requires individuals and groups to make choices about using goods and services to satisfy their wants.
- [Latinos and the Fourteenth Amendment: A Primary Document Activity \(DEI\)](#)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions, Kahoots
<b>Summative</b>	Tests, Quizzes, Projects, Written, DBQs and Oral Responses
<b>Alternative and Benchmark</b>	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Student Portfolio Benchmark: Teacher generated assessments, LinkIt Benchmark <a href="#"><u>Formative, Summative, Alternative and Benchmark Assessments</u></a>
<b>Resources to Promote Learning</b>	

<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents <a href="#"><u>Latinos and the Fourteenth Amendment: A Primary Document Activity (DEI)</u></a> <a href="#"><u>Approved Class Resource List</u></a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: Social Studies</b>	
<b>Core Ideas</b>	<b>Performance Expectation</b>
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li> </ul>
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</li> <li>• 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</li> </ul>
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</li> <li>• 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</li> </ul>
The United States system of government is designed to realize the ideals of liberty, democracy, limited government,	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body</li> </ul>

equality under the law and of opportunity, justice, and property rights.	
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> <li>• 6.3.8.CivicsPR.2: 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.</li> <li>• 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> <li>• 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> <li>• 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</li> <li>• 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</li> <li>• 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</li> </ul>
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> <li>• 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> </ul>

## 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).
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- 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.
  - ○ 1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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  - ○ 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**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
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<b>Title</b>	The Individual and the Law & The Economy and the Individual
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<p>We as a nation are governed by the rule of law which is the very heart of our democracy. Laws are important because they provide a list of rules by which a society must abide. Without laws individuals would have to protect their property and life on their own. Laws protect people who want to be productive citizens of a community.</p> <p>Economics is the way a society organizes the production and consumption of goods and services. It affects decisions made by individuals and by governments with regards to wants and needs.</p>

**Unit Goals**

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are fair laws?</li> <li>• What makes a good law?</li> <li>• What are two early legal systems that have influenced the development of our laws?</li> <li>• What is criminal law</li> <li>• What is civil law?</li> <li>• Why was it important for the Framers of the Constitution to include the right to a writ of</li> <li>• habeas corpus?</li> <li>• What is meant by due process of law?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What might cause a person to file a civil lawsuit?</li> <li>• What is the discovery phase of a civil trial?</li> <li>• What are criminal law cases?</li> <li>• In the Bill of Rights which amendments address issues related to criminal procedure?</li> <li>• What are the differences between the adult and juvenile legal processes?</li> <li>• What are wants and what are needs?</li> <li>• How does a citizen's level of education and training affect a country's resources?</li> <li>• What are the consequences of producing too few products? Too Many?</li> <li>• What is the purpose of cost-benefit analysis?</li> <li>• What are the four factors of production?</li> <li>• What is specialization and what are the benefits?</li> <li>• What is capitalism?</li> <li>• What is the difference between disposable and discretionary income?</li> <li>• Why is a budget important?</li> <li>• What are the five consumer rights?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Laws are fair when all people in similar situations are treated equally.</li> <li>• A good law is fair, reasonable understandable, and enforceable.</li> <li>• Wants are things we would like to have to make life more comfortable and enjoyable while needs are required for survival (food, clothing, shelter).</li> <li>• Cost-benefit analysis will help producers determine how much and for whom to produce as well as answer other economic questions.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain how throughout history civilizations developed systems of laws to meet their needs.</li> <li>• Describe the types of laws established to protect the citizens of the United States.</li> <li>• Explain the legal rights and responsibilities of American citizens as described in the U.S. Constitution.</li> </ul>

- Describe how the judicial branch of government is charged with interpreting the law.
- Explain what a criminal case is and the criminal case procedure.
- Describe the Juvenile Justice System.
- Describe the differences between the juvenile justice system and the adult justice system.
- Explain how decisions are made depending on needs and wants.
- Explain how the scarcity of resources forces people to make careful economic choices.
- Explain how economic decision making requires people to understand all the costs and benefits of a choice.
- Describe the ways economists have developed to measure different types of costs and revenues.
- Describe the four factors of production which are necessary to produce goods and services.
- Explain how the Gross Domestic Product is the total value of all the final goods and services produced in a country in one year.
- Explain how resources, goods and services, and money flow in a circular motion through many
  - sectors.
- Explain how economic growth occurs when a nation's total output of goods and services from all economic areas increases.
- Explain how capitalism developed in the United States.
- Explain why capitalism allows the private citizen to own and use the factors of production to seek a profit.
- Explain why consumers need to be aware of their rights and responsibilities when making good economic decisions.
- Explain how making and following a budget can help financial life.
- Explain how credit can be a valuable tool when used correctly.
- Explain how saving part of your income is the key to meeting many short-term and long-term goals.
- Describe the variety of options available to save money.

- Describe how making investments in a variety of stocks and bonds is an important part of achieving long-term financial goals.
- Explain how careful spenders will avoid pitfalls on their way to meeting their financial goals.
- Explain how buying decisions can have a major impact on life and career choices.
- Explain why consumers need to be aware of their rights and responsibilities when making good economic decisions.
- [Obama Vetoes Keystone Pipeline Expansion | PBS LearningMedia](#) (Climate Change, Amistad)
- [Si Se Puede \(DEI, LGBT Pw/D\)](#)
- Career Exploration – Students will explore a career of their choice based on the course catalogs of the local high schools.
- Students will read and analyze the text set on stopping Climate Change. (Climate Change)

<b>Assessment Evidence</b>	
<b>Formative</b>	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Exit Questions, Kahoots
<b>Summative</b>	Tests, Quizzes, Projects, Written and Oral Responses
<b>Alternative and Benchmark</b>	Alternative: Project Based Learning, Graphic Organizers, Oral Responses, Student Portfolio  Benchmark: Teacher generated assessments, LinkIt Benchmark  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Civics Today: Citizenship, Economics & You – Glencoe (2010), Microsoft 365, Primary and Secondary Source Documents

[Si Se Puede \(DEI, LGBT Pw/D\), Obama Vetoes Keystone Pipeline Expansion | PBS LearningMedia](#) (Climate Change, Amistad)  
[Approved Class Resource List](#)  
[Social Studies Primary Source List](#)

**Content & Interdisciplinary Standards**

**NJ 2020 SLS: Social Studies**

Core Ideas	Performance Expectation
Political and civil institutions impact all aspects of people’s lives.	<ul style="list-style-type: none"> <li>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</li> </ul>
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> <li>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</li> <li>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</li> </ul>
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"> <li>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> <li>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</li> </ul>
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> <li>6.3.8.CivicsPR.2: 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.</li> <li>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</li> </ul>

	<ul style="list-style-type: none"> <li>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</li> </ul>
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"> <li>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</li> </ul>
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> <li>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</li> <li>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</li> </ul>
Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	<ul style="list-style-type: none"> <li>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.</li> </ul>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> <li>6.1.8.HistoryCC.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</li> </ul>
Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> <li>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</li> </ul>
<b>Social Studies Practices</b>	
<p>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).</p>	
<ul style="list-style-type: none"> <li>Developing Questions and Planning Inquiry</li> </ul>	
<ul style="list-style-type: none"> <li>Gathering and Evaluating Sources</li> </ul>	

- 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.
- 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)**

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement
- 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**

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Innovation



<b>Science</b>	<ul style="list-style-type: none"> <li>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century.</li> </ul>
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<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>Allow extra time</li> <li>Repeat and clarify directions</li> <li>Provide breaks in between tasks</li> <li>Have student verbalize directions</li> <li>Provide timelines/due dates for reports and projects</li> </ul>	<ul style="list-style-type: none"> <li>Provide extra response time</li> <li>Have student verbalize steps</li> <li>Repeat directions</li> <li>Provide small group instruction</li> <li>Include partner work</li> </ul>	<ul style="list-style-type: none"> <li>Provide reading material on student's level</li> <li>Have student underline important points</li> <li>Assist student on how to use context clues to identify words/phrases</li> <li>Ensure short manageable tasks</li> </ul>
<b>Tests/Quizzes/Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>
<ul style="list-style-type: none"> <li>Provide extended time</li> <li>Provide study guides</li> <li>Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>Establish classroom rules</li> <li>Write a contract with the student specifying expected behaviors</li> <li>Provide preferential seating</li> <li>Re-focus student as needed</li> <li>Reinforce student for staying on task</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the student and provide reinforcement of directions</li> <li>Verify the accurateness of homework assignments</li> <li>Display a written agenda</li> </ul>
<b>ELL, Enrichment, Gifted &amp; Talented Strategies</b>		
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.
- 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.