Califon Public School
Curriculum

Subject: U.S. History - Active Citizenship	Grade: 6th-8th Grade	Unit #: 5	Pacing: Integrated Throughout
Unit Title: Civics, Government, & Human Rights: Civic & Political Institutions			

OVERVIEW OF UNIT*:*

This unit covers how political and civil institutions impact people's lives. Also, it covers the different structures that have an impact on development (expansion) and civic participation.

Unit References	
Big Ideas	Essential Questions
● Political and civil institutions impact all aspects of people's lives. ● Governments have different structures which impact development (expansion) and civic participation.	● How do political and civil institutions impact people's lives?(AS) (HC) ● What are the different government structures that impact development (expansion) and civic participation?
Objectives	
● Students will be able to describe how political and civil institutions impact people's lives ● Students will be able to explain how the different government structures impact development (expansion) and civic participation	
Assessment	
Formative Assessment: ● observation ● self-reflections ● teacher-student conferences	

Summative Assessment:
- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- monarchy
- democracy
- republic
- dictatorship
- political parties
- interest groups

Resources & Materials

- Textbook-The American Nation & World Civilizations
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:
- Chromebook
- Google Classroom
- SmartBoard

Student Technology:
- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:
- Students will use Chromebooks and internet resources to research the various purposes of government and create a newsletter where they evaluate, take, and defend a position on why the government is necessary and the purpose it should serve.

Standard	Standard Description
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Interdisciplinary Integration

Activities:
- Students will use Chromebooks and internet resources to research the various purposes of government and create a newsletter where they evaluate, take, and defend a position on why the government is necessary and the purpose it should serve.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21st Century Life Skills Standards	
Activities: ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Careers	
Activities: ● Students will use Chromebooks and internet resources to research the various purposes of government and create a newsletter where they evaluate, take, and defend a position on why the government is necessary and the purpose it should serve.	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
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).
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.

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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill building ● Provide teacher notes ● Use collaborative grouping strategies such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/	● Provide text-to-speech ● Use of translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/	● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Curriculum

Subject: U.S. History - Active Citizenship	Grade: 6th-8th Grade	Unit #: 6	Pacing: Integrated Throughout
Unit Title: Civics, Government, & Human Rights: Participation & Deliberation			

OVERVIEW OF UNIT:

This unit will cover the responsibility of every member of society to participate in civic and deliberation activities. Additionally, it will teach the students how to become active members of society and that they have the obligation to become informed citizens regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.

Unit References	
Big Ideas	**Essential Questions**
● Civic participation and deliberation are the responsibility of every member of society. ● 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.	● How are civic participation and deliberation the responsibility of every member of society? ● Why do 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?(AS) (HC)
Objectives	
● Students will be able to describe how civic participation and deliberation the responsibility of every member of society ● Students will be able to explain how 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	
Assessment	

Formative Assessment:
- observation
- self-reflections
- teacher-student conferences

Summative Assessment:
- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- deliberate
- debate
- public issues
- election
- defend
- policy
- claim
- viewpoints

Resources & Materials

- Textbook-The American Nation & World Civilizations
- SMARTBoard
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

Student Technology:
- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:
- Students will use their Chromebooks and internet sources to research a public policy issue on an appropriate local, state, or national level and then create a flyer or short report where they propose and defend a position regarding the public policy issue.

Standard	Standard Description
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Interdisciplinary Integration

Activities:
- Students will use their Chromebooks and internet sources to research a public policy issue on an appropriate local, state, or national level and then create a flyer or short report where they propose and defend a position regarding the public policy issue.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
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- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

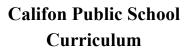| Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21st Century Life Skills Standards	
Activities:	
● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Careers	
Activities:	
● Students will use their Chromebooks and internet sources to research a public policy issue on an appropriate local, state, or national level and then create a flyer or short report where they propose and defend a position regarding the public policy issue.	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
6.3.8.CivicsP D.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.CivicsP D.2	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

**Califon Public School
Curriculum**

Subject: U.S. History - Active Citizenship	Grade: 6th-8th Grade	Unit #: 7	Pacing: Integrated Throughout
Unit Title: Civics, Government, & Human Rights: Democratic Principles, Processes, Rules, & Laws			

OVERVIEW OF UNIT:

The students will learn about how 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. Additionally, the students will learn about the multiple processes involved in a democratic government.

Unit References	
Big Ideas	Essential Questions
● 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. ● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	● How is the US system of government designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights? ● What are the multiple processes in the democratic government by which individuals can influence the creation of rules, laws, and public policy?(AS) (HC)
Objectives	
● Students will be able to explain how the US 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	

- Students will be able to identify the multiple processes in the democratic government by which individuals can influence the creation of rules, laws, and public policy

Assessment

Formative Assessment:
- observation
- self-reflections
- teacher-student conferences

Summative Assessment:
- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- liberty
- equality/inequality
- limited government
- justice
- First Amendment rights
- stakeholders
- federalism
- separation of powers
- checks and balances

Resources & Materials

- Textbook-The American Nation & World Civilizations
- SMARTBoard
- Teacher-made resources

Technology Infusion
Teacher Technology: ● Chromebook ● Google Classroom ● SmartBoard **Student Technology:** ● Google Classroom ● Chromebooks ● Internet Sources ● Google Apps for Education **Activities:** ● Students will use Chromebooks and internet sources to identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body through a business letter created in Google Apps for Education.

Standard	Standard Description
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Interdisciplinary Integration
Activities: ● Students will use Chromebooks and internet sources to identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body through a business letter created in Google Apps for Education. **Resources:** ● Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html ● Engineering Go For It! - http://egfi-k12.org/ ● US Department of Education STEM - http://www.ed.gov/stem ● Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html ● NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko ● PBS STEM - http://www.pbs.org/teachers/stem/#content

- STEM Works - http://stem-works.com/activities
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21st Century Life Skills Standards

Activities:
- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Careers

Activities:
- Students will use Chromebooks and internet sources to identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body through a business letter created in Google Apps for Education.

CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Standards

Standard #	Standard Description

6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
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).
6.3.8.CivicsDP.3	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
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.
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.
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.
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.
6.3.8.CivicsPR.7	Compare how ideas become laws at the local, state, and national level.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students -	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts

- Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	http://www.teachersfirst.com/content/esl/adaptstrat.cfm	Interventional Central - http://www.interventioncentral.org/	- Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Curriculum

Subject:	Grade:	Unit #: 8	Pacing: Integrated Throughout
U.S. History - Active Citizenship	6th-8th Grade		
Unit Title: Civics, Government, & Human Rights: Human & Civil Rights			

OVERVIEW OF UNIT:

This unit covers the fundamental rights that are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Unit References	
Big Ideas	Essential Questions
● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	● How are fundamental rights derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights?(AS) (HC)
Objectives	
● Students will be able to explain how fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights	
Assessment	
Formative Assessment:	

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:
- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary
- human rights   - civil rights   - political rights   - social rights   - economic rights   - cultural rights
Resources & Materials
- Textbook-The American Nation & World Civilizations   - SMARTBoard   - Teacher-made resources

Technology Infusion
Teacher Technology: - Chromebook   - Google Classroom   - SmartBoard

Student Technology:
- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:
- Students will use their Chromebooks and internet sources to research and construct an argument as to the source of human rights and how they are best protected using Google Apps for Education.

Standard	Standard Description
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Interdisciplinary Integration

Activities:
- Students will use their Chromebooks and internet sources to research and construct an argument as to the source of human rights and how they are best protected using Google Apps for Education.

Resources:
- Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html
- Engineering Go For It! - http://egfi-k12.org/
- US Department of Education STEM - http://www.ed.gov/stem
- Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html
- NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko
- PBS STEM - http://www.pbs.org/teachers/stem/#content
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- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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Standard	Standard Description

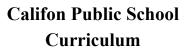| NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21ˢᵗ Century Life Skills Standards

Activities:
  ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Careers

Activities:
  ● Students will use their Chromebooks and internet sources to research and construct an argument as to the source of human rights and how they are best protected using Google Apps for Education.

CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
6.3.8.CivicsHR.1	Construct an argument as to the source of human rights and how they are best protected.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment

• Provide modifications & accommodations as listed in the student's IEP • Position student near helping peer or have quick access to teacher • Modify or reduce assignments/tasks • Reduce length of assignment for different mode of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill building • Provide teacher notes • Use collaborative grouping strategies such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	• Provide text-to-speech • Use of translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	• Tiered interventions following RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Interventional Central - http://www.interventioncentral.org/	• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher grade concepts • Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations • Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
Curriculum

Subject: U.S. History - Active Citizenship	Grade: 6th-8th Grade	Unit #: 9	Pacing: Integrated Throughout
Unit Title: Civics, Government, & Human Rights: Economic Ways of Thinking			

OVERVIEW OF UNIT:

This unit covers economic decisions which involve setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Unit References	
Big Ideas	Essential Questions
● Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	● What are some economic decisions involving setting goals, weighing costs and benefits? ● What are the resources available to achieve those goals?
Objectives	
● Students will be able to identify economic decisions involving setting goals, weighing costs and benefits	

● Students will be able to explain what resources are available to achieve those goals

Assessment
Formative Assessment: ● observation ● self-reflections ● teacher-student conferences **Summative Assessment:** ● online quizzes & tests ● projects **Benchmark:** ● Unit Pre-Test **Alternative:** ● performance tasks ● projects

Key Vocabulary
● quantitative data ● patents ● taxes ● weighing costs and benefits

Resources & Materials
● Textbook-The American Nation & World Civilizations ● SMARTBoard ● Teacher-made resources

Technology Infusion
Teacher Technology: ● Chromebook

- Google Classroom
- SmartBoard

Student Technology:
- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education

Activities:
- Students will use their Chromebooks and Internet sources to research the impact of government incentives and disincentives on the economy and then create a newsletter or report presenting the information using Google Apps for Education.

Standard	Standard Description
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Interdisciplinary Integration
Activities: - Students will use their Chromebooks and Internet sources to research the impact of government incentives and disincentives on the economy and then create a newsletter or report presenting the information using Google Apps for Education. **Resources:** - Teacher Vision Cross Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html - Engineering Go For It! - http://egfi-k12.org/ - US Department of Education STEM - http://www.ed.gov/stem - Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html - NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko - PBS STEM - http://www.pbs.org/teachers/stem/#content - STEM Works - http://stem-works.com/activities - What Every Education Should Know About Using Google by Shell Education - Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml - International Literacy Association Read Write Think - http://www.readwritethink.org/

Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21st Century Life Skills Standards	
Activities: ● Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.	
Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Careers	
Activities: ● Students will use their Chromebooks and Internet sources to research the impact of government incentives and disincentives on the economy and then create a newsletter or report presenting the information using Google Apps for Education.	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
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).
6.3.8.EconET.2	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
- Provide modifications & accommodations as listed in the student's IEP - Position student near helping peer or have quick access to teacher - Modify or reduce assignments/tasks - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Prioritize tasks - Use graphic organizers - Use online resources for skill building - Provide teacher notes - Use collaborative grouping strategies such as small groups - NJDOE resources - http://www.state.nj.us/education/specialed/	- Provide text-to-speech - Use of translation dictionary or software - Provide graphic organizers - NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm - Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm	- Tiered interventions following RTI framework - Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ - Interventional Central - http://www.interventioncentral.org/	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations - Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied - NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm