

**Califon Public School
Curriculum**



Subject: U.S. History - Active Citizenship	Grade: 6th-8th	Unit #: 5	Pacing: Integrated Throughout
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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.

Big Ideas

- Political and civil institutions impact all aspects of people's lives.
- Governments have different structures that impact development (expansion) and civic participation.

Essential Questions

- How do political and civil institutions impact people's lives? **(AS) (HC) (AA)**
- 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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

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.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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>
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- US Department of Education STEM - <http://www.ed.gov/stem>
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- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator 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
NJSLS-ELA W.WR.8.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSLS-ELA W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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
9.4.8.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.

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.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/	
English Language Learners (ELL)	
• Provide text-to-speech • Use of a 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>

Enrichment

- 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, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: U.S. History - Active Citizenship	Grade: 6th-8th	Unit #: 6	Pacing: Integrated Throughout
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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 deliberative 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.

Big Ideas

- 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.

Essential Questions

- 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) (AA)**

Objectives

- Students will be able to describe how civic participation and deliberation are 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
- Promethean Board
- Teacher-made resources

Technology Infusion**Teacher Technology:**

- Chromebook
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- Promethean Board

Student Technology:

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- 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.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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.

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Standard	Standard Description
NJSLS-ELA W.WR.8.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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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
9.4.8.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.

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.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and

cultural/global competence.	positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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Standards	
Standard #	Standard Description
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.
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
Students with 504 plans
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Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)

- Provide text-to-speech
- Use of a 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>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: U.S. History - Active Citizenship	Grade: 6th-8th	Unit #: 7	Pacing: Integrated Throughout
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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.

Big Ideas

- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, 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.

Essential Questions

- How is the US system of government designed to realize the ideals of liberty, democracy, limited government, equality under the law, opportunity, justice, and property rights? (AA)
- What are the multiple processes in the democratic government by which individuals can influence the creation of rules, laws, and public policy? (AS) (HC) (AA)

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
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
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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.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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.

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Standard	Standard Description
NJSLS-ELA W.WR.8.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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21st Century Life Skills Standards

Activities:

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Standard	Student Learning Objectives
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.

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.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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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
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education

- Provide modifications & accommodations as listed in the student's IEP
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Response to Intervention (RTI)

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English Language Learners (ELL)

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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: U.S. History - Active Citizenship	Grade: 6th-8th	Unit #: 8	Pacing: Integrated Throughout
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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.

Big Ideas

- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

Essential Questions

- How are fundamental rights derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights? (AS) (HC) (AA)

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

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Technology Infusion**Teacher Technology:**

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Student Technology:

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- 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.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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.

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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.

Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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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

Students with 504 plans

- Preferential seating
- Guided notes
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Special Education

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**Califon Public School
Curriculum**



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

OVERVIEW OF UNIT:

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

Big Ideas

- Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals

Essential Questions

- 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

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| <ul style="list-style-type: none"> ● Textbook - The American Nation & World Civilizations ● Promethean Board ● Teacher-made resources |
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Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

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.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.

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 Educator 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
NJSLS-ELA W.WR.8.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSLS-ELA W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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
9.4.8.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.

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.	
Practice	Description
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes 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/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
• 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, and groups should be varied