SST507 Grade 7 Introduction to American Studies and Introduction to American Studies Advanced

A Course Outline for Social Studies

Approved by the Board of Education
____November 14, 2014____

Developed:2000
Revised:September 2014
Approved: November 2014

Table of Contents

STATEMENT OF PURPOSE

Students in Introduction to American Studies display varying abilities. The Introduction to American Studies Grade 7 curriculum was revised to promote student growth in an interdisciplinary and multi-sensory format addressing the following New Jersey Assessment of Skills and Knowledge (NJASK): reading and writing, critical thinking and analysis, as well as public speaking and the appropriate use of technology.

The curriculum is designed to address the needs of students in advanced and inclusion classrooms with the goal of meeting the benchmarks set forth by the New Jersey Core Curriculum Content Standards. <u>Activities designed for advanced classes will be indicated by an asterisk</u>. Therefore, students will participate in activities that will be differentiated based upon their needs and at the discretion of the teacher. These activities will cover a vast variety of historical information pertinent to the growth of America dating back to the early European Explorers and colonization to the Civil Rights Movement of the 20th century. On-going assessments were designed to improve literacy skills that are vital to the NJ Assessment of Skills and Knowledge (NJASK) as well as afford students opportunities to take a hands-on approach to learning. By the end of the school year students will have an understanding of how social studies skills impacts their daily lives.

This course is aligned with the New Jersey Core Curriculum Content Standards for Social Studies (NJCCCS for Social Studies), the New Jersey Core Curriculum Content Standards for Technological Literacy (NJCCCS for Technological Literacy), and the Common Core Standards for English Language Arts.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

COURSE GOALS AND TOPICS

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED MARKING PERIOD
Basic Map Skills and the Five Themes of Geography *Integrated throughout curriculum*	What is Geography? What is the relationship between geography and population growth? How do geography, climate, and natural resources affect the way people live and work? What makes places unique and different?	Human development is directly tied to the shape of the land. Geography is the foundation for civilization, settlement, and culture.	6.1 8.1 RH.6-8 WHST.6-8	MARKING PERIODS 1,2,3,4
UNIT 1: Early European Exploration and Colonization	In what ways did early European colonization in the Americas affect the people of the Americas? How did the Columbian Exchange transform world trade? To what extent did European colonization change the Americas? What are common factors in a successful colony? What were the political, religious, social, and economic institutions that emerged in Colonial America?	The movement of people, ideas, and goods has a profound influence on a society. Global trade and cultural exchanges alter the lives of people around the world. (moved from previous unit to here. Previous unit will be deleted) Colonies frequently develop a different social and political system from their mother country. Exploration and colonization of North America transformed human history.	6.1 6.3 8.1 RH.6-8 WHST.6-8	Marking Period 1
UNIT 2: Causes of the American Revolution	What factors lead to a revolution? How did the French and Indian War impact the geographic land holdings of the French, British, and Spanish? How did the war affect the relationship between Great Britain and the Colonies? What factors lead to colonists becoming Patriots and Loyalists?	Ideals related to liberty and equality sparked the American Revolution. Knowledge of the past helps one understand the present and make decisions about the future. Americans were divided on the question of independence. Change comes through revolution.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 1

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED MARKING PERIOD
UNIT 3: Battles of the American Revolution	How did leadership play a role in the American victory? What factors lead to Britain's loss?	There were several pivotal battles of the Revolution (Lexington/Concord, Bunker Hill, Trenton, Saratoga, Yorktown). Many diverse groups came together to support the Patriots war for independence.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 1 Marking Period 2
UNIT 4: The Declaration of Independence	What factors lead to the writing of the Declaration of Independence? How is the Declaration of Independence a persuasive document? In what ways is the Declaration a treasonous document?	The Declaration of Independence encompasses key aspects highlighting political freedoms. Political freedom often comes at a great cost.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 1 Marking Period 2
UNIT 5: Dilemmas for Early American Government	How did taxation lead to on-going troubles in the newly formed United States? In what ways did the Articles of Confederation affect the United States?	The new American Nation from an imperfect union to a "more perfect union." New governments faced changes due to the Nation's growth when more people arrived and lands were acquired.	6.1 8.1 RH.6-8 WHST.6-8	Marking period 2
UNIT 6:The Constitution of the United States	What factors led to the creation of the United States Constitution? How did the United States change as a result of the Constitution? In what ways did the Constitution accept slavery? How is the Constitution a living document? What role does each branch of the federal government play in passing laws? How is the Constitution a living document? What affect have the amendments had on our rights and responsibilities?	Compromise is the key to solving the issues that exist between political ideas and social reality. Over time, governments are shaped by principles and ideals. Every society has laws and consequences to protect citizens. Rights and responsibilities are guaranteed in the United States Constitution and Bill of Rights. Governments balance the rights and responsibilities of individuals with the common good.	6.1 6.3 8.1 RH.6-8 WHST.6-8	Marking period 2

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED MARKING PERIOD
UNIT 7: The New Republic & Westward Expansion	How did the events of the Jefferson Era **impact** the United States? What factors lead to migration into the west? How did westward expansion transform the nation? What was the primary purpose of the Monroe Doctrine?	The election of Thomas Jefferson began a new era in the United States. Western settlement had an impact on the expansion of United States political boundaries. In the early 1800's Americans moved west of the Rocky Mountains to settle and trade There were several reasons for migration (need for natural resources, adventure, aspiration for personal freedom, religion, Homestead Act, Gold Rush, Manifest Destiny) Manifest Destiny had an influence on foreign policy during different time periods in American History. Settlement in the west lead to conflict with let to conflict with Mexico and lead to the acquisition of new land. The Monroe Doctrine allowed the United States to strengthen its relationship with Latin America.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 3
UNIT 8: Causes of the American Civil War	What does slavery mean, and how does it manifest itself in many forms? In what ways did slavery and states' rights lead to the Civil War? How did the election of President Abraham Lincoln initiate secession? How do geography, climate, and natural resources affect the way, or where people live and work? What are the significant events during America's expansion? What roles did people play?	Major issues of expansion challenged the stability of the nation. The 19th century was a time of incredible change for the United States: geographic expansion, constitutional crisis, and economic growth – culminating in Civil War. Major issues of expansion challenged the stability of the nation. . New technology and inventions changed daily life and work. The Industrial Revolution changed the way goods were produced.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 3

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED MARKING PERIOD
UNIT 8: Causes of the American Civil War (continued)		Social, political and economic opportunities and problems arise from changes in technology. The free-market system in the United States serves as an engine of innovation and invention.		
UNIT 9: Civil War	Why is the Civil War a defining moment in American History? Was the Civil War worth fighting? Why, or why not? What was the impact of the political and military leadership during the Civil War? How did the war affect women, free blacks, slaves, and immigrants during the Civil War?	Civil War broke out between the North and the South and was both a divisive and unifying turning point in American History.	6.1 8.1 RH.6-8 WHST.6-8	Marking Period 4
Unit 10: Reconstruction	How did economic forces impact the post-Civil War era? What impact did the Civil War have on the United States in regards to slavery, land, population and government?	Rebuilding the nation politically, economically and socially was a difficult undertaking. The Civil War "made modern America." The Reconstruction era was a period of struggle between the executive and legislative branches of the U.S. government. The Reconstruction era revealed deep divisions in the nation regarding the return of the former Confederate states to the Union. Reconstruction greatly redefined the place of African Americans in American society. African Americans made limited political gains throughout the era of Reconstruction.	6.1 6.3 8.1 RH.6-8 WHST.6-8	Marking Period 4

UNITS OF STUDY	ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	NJCCCS	SUGGESTED MARKING PERIOD
Unit 10: Reconstruction (continued)		Changes brought about by Reconstruction led to formation of several Southern white-supremacist groups, most notably the Ku Klux Klan.		

EVALUATION / ASSESSMENT

Summative Assessments – are assessments, which are administered at the end of each main topic or unit to assess the student's mastery of the proficiencies and content. These assessments can include, but are not limited to, tests, essays, and presentations.

Formative Assessments – are assessments, which are meant to be building blocks leading toward the mastery of the proficiencies. These assessments can include, but are not limited to debating, open-ended responses, quizzes, application of technology in multimedia presentations, and student questioning and responding to teacher feedback and guidance. These assessments can be ongoing and will likely require student reflection and revision in order to achieve mastery.

GRADING PROCEDURES

Marking Period Grades

Long and Short Term Assessments **80%**

May include, but are not limited to:

        Tests
        Quizzes
        Projects
        Presentations
        Essays
        DBQs
        Summative Journals

Daily Assessments **20%**

May include, but are not limited to:

        Active engagement in class activities
        Participation in class discussions
        Do now responses
        Exit Passes
        Formative Journals
        Homework

<u>Final Grade:</u>
- At the middle school level, each quarterly exam shall count as one regular test/major assessment in the marking period.
- The average of the grades from the four marking periods will constitute the final grade.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES

Course: **SST507**   Title: **Introduction to American Studies**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Core Curriculum Content Standards, the following are proficiencies required for the successful completion of the above named course.

The student will:
1. assess the main components of maps and map skills and connect these components in a practical way for student utilization in everyday situations.
2. analyze how geography plays a role in the development of societies throughout the world and impacts cultural and social relationships between these societies.
3. trace the roots of the early explorers and assess the impact that their explorations had on the future development of colonies in the Western Hemisphere.
4. comprehend how Columbus' actions against the Arawak Indians led to genocide.
5. explain why European countries established colonies in the Americas.
6. analyze and assess the political, social, and cultural characteristics of the English colonies.
7. evaluate the political, religious, social, and economic institutions that emerged in Colonial America.
8. evaluate the consequences and new realities that the first people of the "New World/Western Hemisphere" encountered due to European exploration and settlement.
9. compare the different regions of the early English colonies and analyze how sectionalism and geography played a role in their development as distinct colonial regions.
10. identify the different economic activities prevalent in each region.
11. illustrate how colonization lead to the establishment of African slavery in the Americas.
12. identify European influences/controls of North America.
13. examine and explain reasons for the conflict and how the fur trade acted as a catalyst for the war.
14. analyze and explain the role of Native Americans in the war.
15. identify the victors of the French and Indian War and evaluate the impact the French and Indian War had on the geographic land holdings of the Americans and Europeans at the war's end.
16. hypothesize and determine the economic consequences of the war.
17. examine the various reasons that caused the American Revolution.
18. analyze and interpret primary source documents of the American Revolution era to gain a further understanding of the mindset of the people calling for American Independence from Great Britain.
19. assess the political and economic causes of the American Revolution and the impact that these had on the outcome.
20. analyze the key battles of the American Revolution and determine how geography played a role in the American Victory.

21. analyze the leadership of the Americans and the British during the American Revolution and determine how leadership and geography lead to an American victory.
22. exhibit their understanding of the Declaration of Independence.
23. explain how the Declaration of Independence is a persuasive document.
24. assess the dilemmas and issues facing the early American government and analyze how the early Americans overcame many of these issues.
25. examine and explain the factors leading to the creation of the United States Constitution.
26. evaluate the compromises reached at the Constitutional Convention.
27. interpret the sections of the United States Constitution and the Amendments, including the Bill of Rights, and explain how the document can be referred to as a "living" document.
28. evaluate the United States Constitution as a framework of government function.
29. analyze the ways that Thomas Jefferson's election began a new era in American government.
30. identify the events that led to the Louisiana Purchase.
31. outline the roots of the American Civil War through an assessment of conflicts, ideas, laws, and documents that were encountered in the decades preceding the war.
32. analyze and interpret primary source documents of the Civil War era to gain a further understanding of the mindset of northerners and southerners.
33. assess the political and economic causes of the Civil War
34. identify and evaluate several battles of the American Civil War focusing on the outcome of the battle, and the impact each battle had on both armies.
35. investigate the role and contributions of African Americans and women during the Civil War.
36. assess and explain how resources in the north played a role in the Union victory.
37. understand the dilemmas and issues facing a re-united United States during the Reconstruction period.

I.   *BASIC MAP SKILLS AND THE FIVE THEMES OF GEOGRAPHY – Integrated Throughout the Curriculum*

Essential Question(s):   What is Geography? What is the relationship between geography and population growth?   How do geography, climate, and natural resources affect the way people live and work? What makes places unique and different? How does physical geography affect cultural geography?

Enduring Understanding(s):   Human development is directly tied to the shape of the land. Geography is the foundation for civilization, settlement, and culture.

BASIC MAP SKILLS AND THE FIVE THEMES OF GEOGRAPHY – Integrated Throughout the Curriculum

PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
1. assess the main components of maps and map skills and connect these components in a practical way for student utilization in everyday situations and be able to identify geographic locations and features relevant to the curriculum. (1)	6.1.8.B.3.c 6.1.8.B.4.b 6.1.8.B.1.b RH.6-8.4, 7 8.1.8.A.5	• identify the parts and uses of a map including the key, compass rose, scale, all symbols, and borders with a map activity. • be able to use the map key, scale, and compass rose to answer relevant geography questions using map handouts or a teacher guided Google Earth simulation. • identify state abbreviations, state locations and geography-related vocabulary using write on maps, online map resources, and vocabulary guides.	State Identification Assessment Teacher observation Teacher observation, traditional quiz including related geography vocabulary Teacher created vocabulary guides	Teacher must download the Google earth program from http://www. google.com/earth/index/html Use http://www.sheppardsoftware .com/web_games.htm for a review of the abbreviations and state locations
2. determine how geography relates to cultural differences and similarities. (2)	6.1.8.D.1.a 6.1.8.C.1.a RH.6-8.1, 4 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1	• participate in a multicultural group activity to discover and determine cultural differences. • complete a journal entry – What is geography? Why must we study geography?	Teacher observation and question guide Teacher – created rubric, class discussion	Create questions with student input

BASIC MAP SKILLS AND THE FIVE THEMES OF GEOGRAPHY – Integrated Throughout the Curriculum

PROFICIENCY / OBJECTIVE The student will be able to:	STANDARDS	SUGGESTED ACTIVITY Students will:	EVALUATION/ASSESSMENT	TEACHER NOTES
2. (continued)		• discuss how physical geography impacts cultural and human geography.	Teacher observation	
3. evaluate the geographic differences between New Jersey and other parts of the world. (2)	6.1.8.D.2.a 6.1.8.D.2.b RH.6-8.1, 2, 4 WHST.6-8.1-10 8.1.8.A.5 8.1.8.B.1	• complete research simulation task to compare and contrast New Jersey with four teacher selected countries in terms of economic activity, population density, immigration, and government using teacher selected readings and guided worksheets. ❖ *present results of research in writing. • complete a journal entry – In your opinion, why is New Jersey so densely populated?	Teacher-created question guide Peer Assessment Teacher-created rubric Class discussion Research simulation task Teacher-created rubric	Teacher must attain username and password for www.gogrolier.com from media specialist in their respective school so that students can access pertinent information. http://freepages.history.rootsweb.ancestry.com/~cescott/colonial.html http://www.ushistory.org/us/3.asp (Advanced Reading) Students may collaborate using Google Docs.

II.   *EARLY EUROPEAN EXPLORATION AND COLONIZATION*

Essential Question(s):   To what extent did European colonization change the Americas? What are common factors in a successful colony? What were the political, religious, social, and economic institutions that emerged in Colonial America?

Enduring Understanding(s):   Colonies frequently develop different social and political system from their mother country. Exploration and colonization of North America transformed human history.

EARLY EUROPEAN EXPLORATION AND COLONIZATION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
4. trace the roots of the early explorers and assess the impact that their explorations had on the future development of colonies in the Western Hemisphere.	6.1.8.D.1.C 6.1.8.C.1.a 6.1.8.D.1.d RH.6-8.1-2 RH.6-8.4 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10	• participate in a map exercise where they will color code the routes of the early European explorers. • answer the following in essay format: Which explorer had the greatest impact on the Americas? • engage in a debate (written or oral) on whether the age of exploration's great achievements outweighed the great cost to the native people of the Americas.*	Teacher will check for accuracy and understanding Route identification assessment Teacher-created rubric based on the NJ Holistic Scale	Review the oceans of the world prior to activity taking place. Discuss essay requirements with Language Arts teachers
5. explain how Columbus' exploration affected world trade. (2, 5)	6.1.8.D.1.C 6.1.8.B.2.a 6.1.8.A.4.a 6.1.8.C.1.b RH.6-8.1-2 RH.6-8.4 RH.6-8.7 8.1.8.A.1, 8.1.8.A.3 8.1.8.A.5	• use a map and graphic organizer to identify the different animals, fruits, foods, and individuals exchanged throughout the world as a result of Columbus' travels.	Teacher observation	Map can be projected during class discussion
6. define genocide and determine how it applied to Columbus' relationship with the Arawak Indians. (4)	6.1.8.D.1.c 6.1.8.C.2.b RH.6-8.1 RH.6-8.2 WHST.6-8.1, 2, 4, 9, 10	• read an excerpt of from *A Peoples History of the United States, 1492 to the Present,* which highlights Columbus's treatment of the Arawak Indians and discuss their findings.	Teacher-created question guide	This can be done in a think-pair-share Do Now activity, have students watch an excerpt from <u>1492: Conquest of Paradise,</u> which highlights Columbus' treatment of the natives.

EARLY EUROPEAN EXPLORATION AND COLONIZATION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
6. (continued)		• answer the following in a journal entry: Is Columbus responsible for the Arawak genocide? Yes or No? Answer must be a minimum of two paragraphs.	Teacher-created rubric, peer evaluation	
7. explain why European countries established settlements in the Americas (5).	6.1.8.1.B.2.a 6.1.8.1.B.2.b 6.1.8.1.C.1.b 6.1.8.1.D.1.b 6.1.8.1.D.2.b RH.6-8.1-2 RH.6-8.4 RH.6-8.7 WHST.6-8.1-10 8.1.8.A.1.5	• conduct research using http://law.jrank.org/pages/11887/Colonial-Period.html and http://www.timepage.org/spl/13colony.html focusing on the establishment of the colonies. ❖ *select one colony and present a visual presentation of your results. • complete a journal entry or debate: What are some of the changes – positive and negative – that took place as a result of early colonization? • compare and contrast the different European settlements in the early periods of colonization in the "New World/Western Hemisphere" by completing a graphic organizer. ❖ *write a comparison/contrast essay explaining this.	Completed teacher-created question guide Teacher and peer evaluation Teacher observation Teacher-created rubric Teacher observation, completion and accuracy of chart Teacher-created rubric	Language Arts integration
8. analyze and assess the political, social, and cultural characteristics of the English colonies. (6)	6.1.8.A.2.c RH.6-8.1 RH.6-8.4 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1, 4, 5	• create an excel spreadsheet outlining population, religious groups and different groups found in the English colonies.	Teacher observation, peer assessment	Mathematics integration http://www.history.com/topics/thirteen-colonies

EARLY EUROPEAN EXPLORATION AND COLONIZATION

PROFICIENCY / OBJECTIVE *The student will be able to:*	STANDARDS	SUGGESTED ACTIVITY *Students will:*	EVALUATION/ ASSESSMENT	TEACHER NOTES
8. (continued)		• compare and contrast the Mayflower Compact and House of Burgesses and reach a conclusion as to how these early forms of government played a role in each colony's success.	Completed graphic organizer, class discussion	
9. evaluate the political, religious, social, and economic institutions that emerged in Colonial America. (7)	6.1.8.A.2.a 6.1.8.B.2.a 6.1.8.C.2.a RH.6-8.1-2 RH.6.8.4 WHST.6-8.1-10 8.1.8.A.3	• create a multi-media presentation or travel brochure showcasing the similarities and differences amongst the colonies in terms of political, religious, social, and economic institutions along with factors that led to success.	Teacher and student created rubric, student presentation	Use Mac computer lab and resources provided by media center to complete this activity
10. evaluate the consequences and new realities that the first people of the "New World/Western Hemisphere" encountered due to European exploration and settlement. (8)	6.1.8.B.3.a 6.1.8.D.3.a 6.1.8.D.3.d 6.1.8.D.3.e RH.6-8.1, 2, 4 WHST.6-8.1, 2, 4, 9, 10	• participate in a debate, from a Native American point of view, which focuses on why Natives should have a peaceful relationship with the colonists or go to war. ❖ *following the debate with a written persuasive piece, defending their point of view.	Teacher observation, Student discussion, performance rubric Teacher-created rubric	Students may use notes for debate
11. compare the different regions of the early English colonies and analyze how sectionalism and geography played a role in their development as distinct colonial regions. (9)	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.B.2.a RH.6-8.1 RH.6-8.4 RH.6-8.6 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.5	• complete a graphic organizer and map that highlights the different beliefs, people, and governments of the northern, middle, and southern regions of the colonies. • answer the following in a journal entry: How did geography play a role in creating regions with unique characteristics?	Completed organizer and map Teacher-created rubric, class discussion	Use resources provided by media center and *History Alive!* pages 35 – 61 Use resources provided by media center and *History Alive!* pages 35 – 61

EARLY EUROPEAN EXPLORATION AND COLONIZATION

PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
11. (continued)		• explain the differences in colonization of the Americas by England, the Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and Native Americans in a presentation determined by students. • create color coded maps illustrating European control in North America.	Teacher-created rubric with student input Teacher observation Class discussion Completed map Traditional map quiz	
12. determine the differences amongst the colonies and their specific region. (9,10)	6.1.8.A.2.c 6.1.8.B.2.b RH.6-8.1, 4, 7, 10 WHST.6-8.1-10 8.1.8.A.3, 5	• utilize technology and media center materials in a jigsaw activity and research the different regions of the colonies, focusing on political, social, religious, and economic aspects. ❖ *analyze the aforementioned topics in a non-fiction essay.	Teacher-created rubric, final presentation Teacher-created Rubric	Final product will be determined by teacher and students i.e., PowerPoint, poster board, dioramas, journals, and plays/skits.

III. CAUSES OF THE AMERICAN REVOLUTION

Essential Question(s):   What factors lead to a revolution? What factors lead to colonists becoming Patriots and Loyalists?

Enduring Understanding(s):   Ideals related to liberty and equality sparked the American Revolution. Knowledge of the past helps one understand the present and make decisions about the future. Americans were divided on the question of independence. Change comes through revolution.

CAUSES OF THE AMERICAN REVOLUTION

PROFICIENCY / OBJECTIVE The student will be able to:	STANDARDS	SUGGESTED ACTIVITY Students will:	EVALUATION/ ASSESSMENT	TEACHER NOTES
13. recognize the reasons for the French and Indian War and determine how the fur trade acted as a catalyst for the war.	6.1.8.B.3.a 6.1.8.B.2.b 6.1.8.C.1.b RH.6-8.1 RH.6-8.4 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10	• read "The French and Indian War" excerpt from the *Cartoon History of the United States* to recognize reasons for the war as they complete a graphic organizer. • create a map that highlights the fur trade and the countries/groups of people involved and discuss and hypothesize on the potential for conflict.	Class discussion and completed graphic organizer Completion of map Class discussion	Teacher may want to utilize the think-pair-share strategy to discuss the reading. http://www.mrnussbaum.com/ french_and_indian_war.htm http://upload.wikimedia.org/w ikipedia/commons/2/22/A_Ba ttle_of_the_French-Indian_War.jpg
14. identify the victors of the French an Indian War and evaluate the impact the French and Indian War had on the geographic land holdings of the Americans and Europeans at the war's end.	6.1.8.D.2.a 6.1.8.D.3.a RH.6-8.1 RH.6-8.4 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10 8.18.A.5	• read pages 162 to 167 from *America's Past and Promise* from *History Alive!* Which focuses on key factors leading to the British and colonists emerging victorious, and answer questions. • view the clip on the Battle of Quebec http://www.youtube.com/ watch?v+vgU7K_qGB24&	Class discussion, completed question guide Class discussion	
15. examine and explain the various reasons that caused the American Revolution. (17,18,19)	6.1.8.D.3.a RH.6-8.2, RH.6-8.5-7 RH.6-8.9-10 8.1.8.A.4 8.1.8.B.1	• examine several primary source documents, such as The Proclamation of 1763, and Thomas Paine's *Common Sense* to determine their role in igniting a revolution.	Class discussion	Language Arts integration, http://www.ushistory.org/decl aration/related/proc63.htm http://www.ushistory.org/pain e/commonsense/index.htm

CAUSES OF THE AMERICAN REVOLUTION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	**STANDARDS**	**SUGGESTED ACTIVITY** *Students will:*	**EVALUATION/ ASSESSMENT**	**TEACHER NOTES**
15. (continued)		• complete a flow chart to explain the cause and effect of each event including The Stamp Act, Quartering Act, Townshend Acts, Boston Massacre, Boston Tea Party, and Intolerable Acts. • view segments from *Liberty: The American Revolution* that coincide with each cause leading to the Revolution and complete question guide. • read accounts of the Boston Massacre from both the British and Colonists and determine which reading is accurate and which reading displays bias.	Completed flow chart Teacher observation Completed questions Classroom discussion	Include video excerpt from HBO Films –*John Adams,* on the Massacre
16. explain how propaganda played a role in separating the colonists into patriots and loyalists. (17,18,19)	6.1.8.B.3.a 6.1.8.D.3.a 6.1.8.D.3.d RH.6-8.1, RH.6-8.2 RH.6-8.7 RH.6-8.9 RH.6-8.10	• analyze Paul Revere's sketch of the Boston Massacre and determine how this piece is viewed as propaganda. • simulate a mock trial of the British soldiers who were present at the Boston Massacre.* • participate in a class debate pitting the Loyalists vs. the Patriots and why the colonies should or should not go to war against the British.	Class discussion, note taking Teacher-created rubric Teacher-created rubric Peer evaluation	Give students the option of taking the opposite side of the argument.
17. explain how Parliamentary acts lead to the to the creation of the 1st Continental Congress. (17,18,19)	6.1.8.A.2.b RH.6-8.1-2 RH.6-8.7 RH.6-8.9 RH.6-8.10 WHST.6-8.1-10 8.1.8.A.5	• research and provide a thorough explanation on the formation of the 1st Continental Congress.	Completed research guide, class discussion	Use computer labs if possible or media center for research.

CAUSES OF THE AMERICAN REVOLUTION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
17. (continued)		• view excerpts from *The Patriot and John Adams*, which focus on declaring independence and supporting the war effort against Britain in order to gather information for an extended debate on the matter.	Teacher-created rubric	Utilize Skype, FaceTime, or Google Hangout to debate against another 7th grade class.

IV.   *BATTLES OF THE AMERICAN REVOLUTION*

Essential Question(s):   How did leadership play a role in the American victory? What factors lead to Britain's loss?

Enduring Understanding(s):   There were several pivotal battles of the Revolution (Lexington/Concord, Bunker Hill, Trenton, Saratoga, Yorktown). Many diverse groups came together to support the Patriots war for independence.

BATTLES OF THE AMERICAN REVOLUTION

PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
18. analyze the key battles of the American Revolution and determine how geography played a role in the American Victory. (20)	6.1.8.B.3.c RH.6-8.1-2 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.1-10 8.1.8.A.1	• complete a research simulation task asking students to read primary sources from both patriots and loyalists over the justification for independence. Complete a debate based on these sources. • use teacher-created guided worksheets to learn about the key battles of the Revolutionary War including defining appropriate vocabulary for this unit. • answer the following questions in cooperative groups: What did the skirmishes of Lexington and Concord prove to the British? Why was the high ground at Bunker Hill important to both armies? Why was the Battle of Trenton viewed as the turning point in the war? What role did geography have in the defeat of the British at Saratoga? What role did geography have in the surrender of the British Army at Yorktown? • complete a graphic organizer highlighting key events that took place in New Jersey during the American Revolution.	Teacher-created rubric Student presentation Completed worksheets Class discussion Teacher observation Class discussion Peer observation Completed graphic organizer	For auditory/visual learners use battle segments from *Liberty: The American Revolution.* Answers should be written in PowerPoint format if computer lab is available. If not students can use easel paper or poster board.

BATTLES OF THE AMERICAN REVOLUTION

PROFICIENCY / OBJECTIVE *The student will be able to:*	STANDARDS	SUGGESTED ACTIVITY *Students will:*	EVALUATION/ ASSESSMENT	TEACHER NOTES
19. analyze the leadership of the Americans and the British during the American Revolution and determine how leadership lead to an American victory. (21)	6.1.8.D.3.c 6.1.8.D.3.d RH.6-8.1, 2, 4, 7, 10 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1	• complete a leadership chart that will compare and contrast the leadership styles of George Washington, General Cornwallis, John Burgoyne, Henry Knox, Benedict Arnold, King George III, Benjamin Franklin, Thomas Jefferson, and John Adams ❖ *select two leaders and write a comparison/contrast essay.	Completed chart, student presentations Teacher-created rubric	Incorporate clips from *The Crossing,* and *Liberty: The American Revolution.*

V.   THE DECLARATION OF INDEPENDENCE

Essential Question(s):   How did taxation lead to on-going troubles in the newly formed United States? In what ways did the Articles of Confederation affect the United States?

Enduring Understanding(s):   The new American Nation from an imperfect union to a "more perfect union." New governments faced changes due to the Nation's growth when more people arrived and lands were acquired.

THE DECLARATION OF INDEPENDENCE				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
20. exhibit their understanding of the Declaration of Independence. (18, 22)	6.1.8.D.2.a 6.1.8.D.3.b RH.6-8.1-2 RH.6-8. 4 RH.6-8.7 RH.6-8.10 WHST.6-8.1-10 8.1.8.A.1 8.1.8.A.3	• answer the following questions in cooperative groups: What is a declaration? What acts lead to certain colonists calling for Independence? Why did certain colonists feel a declaration of independence was needed? • analyze the Declaration of Independence and using a graphic organizer, identify the grievances colonists had towards Great Britain. • conduct research using http://bensguide.gpo.gov/6-8/documents/declaration/index.html in order to determine the meaning of different sections of the Declaration of Independence. • create a presentation that will compare and contrast the grievances the Patriots had against King George, III and Parliament, to current day grievances they may have towards school, society or government.	Completed questions Class discussion Group discussion Completed graphic organizer Completed research guide. Teacher-created rubric Student presentation	Can be done independently or in a think/pair/share activity. View segment from *Liberty's Kids – Fourth of July.* Allow at least two class days for presentation. For audio/visual learners show segments from *HBO Films –John Adams*, which focuses on the call for independence.

THE DECLARATION OF INDEPENDENCE				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
21. explain how the Declaration of Independence is a persuasive document. (23)	6.1.8.A.3.a 6.1.8.D.3.b RH.6-8.1 RH.6-8.3-4 RH.6-8.6-7 RH.6-8.10 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1	• debate whether or not the colonists should ever have supported the Declaration of Independence. ❖ *create a persuasive essay or news article that supports or does not support the Declaration of Independence. • answer the following questions in a journal entry: How did King George, III and Parliament react to the Declaration of Independence? How did Patriots react to Declaration of Independence? How did Loyalists react to the Declaration of Independence?	Debate rubric Teacher-created rubric Peer evaluation Teacher-created rubric Peer evaluation	Incorporate clips from *The Crossing,* and *Liberty: The American Revolution.* Language Arts integration Language Arts integration

VI.   DILEMMAS FOR THE EARLY GOVERNMENT

Essential Question(s):   How did taxation lead to on-going troubles in the newly formed United States?   In what ways did the Articles of Confederation affect the United States?

Enduring Understanding(s):   The new American Nation transforms from an imperfect union to a "more perfect union" New governments faced changes due to the Nation's growth when more people arrived and lands were acquired.

DILEMMAS FOR THE EARLY GOVERNMENT

PROFICIENCY / OBJECTIVE The student will be able to:	STANDARDS	SUGGESTED ACTIVITY Students will:	EVALUATION/ ASSESSMENT	TEACHER NOTES
22. assess the dilemmas and issues facing the early American government and analyze how the early Americans overcame many of these issues. (24)	6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d RH.6.8.1 RH.6.8.3 RH.6.8.4 RH.6.8.7 WHST.6-8.1-10 8.1.8.A.1 8.1.8.A.5	• answer the following in a journal entry: What are some potential problems a new government may face regarding a lack of military power in expanding nation? • create a flow chart that displays the powers of the state and federal government under the Articles of Confederation. ❖ *write a newspaper article or essay on how taxation and a weak monetary system lead to several rebellions across the United States, with a focus on Shay's Rebellion. • debate on whether or not changes need to be made to the Articles of Confederation. • participate in a group activity amongst the grade level teams that represents the difficulty of trade and taxes under the Articles of Confederation. • answer the following in a journal entry: What connections can be made between the economic issues faced by the United States under the Articles of Confederation to current economic issues?	Teacher-created rubric Class observation Teacher-created rubric Completed flowchart Teacher-created rubric Teacher-created rubric Teacher-created rubric Class discussion Peer evaluation Teacher-created rubric	Math integration Utilize http://bensguide.gpo.gov/6-8/index.html to gather chart information Show excerpt from Liberty's Kids for audio-visual learners. Utilize Skype, FaceTime, or Google Hangout to debate against another 7th grade class.

VII.   THE CONSTITUTION OF THE UNITED STATES

Essential Question(s):   What factors led to the creation of the United States constitution? How did the United States change as a result of the Constitution? In what ways did the Constitution accept slavery? What role does each branch of the federal governmental play in passing laws? What effect have the amendments had on our rights and responsibilities?

Enduring Understanding(s):   Compromise is the key to solving the issues that exist between political ideas and social reality. Over time, governments are shaped by principles and ideals. Every society has laws and consequences to protect citizens. Rights and responsibilities are guaranteed in the United States Constitution and Bill of Rights. Governments balance the rights and responsibilities of individuals with the common good.

THE CONSTITUTION OF THE UNITED STATES

PROFICIENCY / OBJECTIVE *The student will be able to:*	STANDARDS	SUGGESTED ACTIVITY *Students will:*	EVALUATION/ ASSESSMENT	TEACHER NOTES
23. examine and explain the factors leading to the creation of the United States Constitution. (25)	6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d RH.6-8.1 RH.3-4 RH.3.7 RH.3.10 WHST.6-8.1-10 8.1.8.A.1 8.1.8.A.5	• conduct research, in a group, outlining the reasons the Constitutional Convention was held. ❖ *write an essay explaining these reasons. • answer in a journal entry: why was a convention inevitable?	Completed research guide Teacher-created rubric Teacher-created rubric Class discussion	Students can use *History Alive!* pages 106 – 117, and http://bensguide.gpo.gov/6-8/index.html After independent work, students will participate in a class discussion. Students may wish to collaborate using Google Docs
24. evaluate the compromises reached at the Constitutional Convention. (26)	6.1.8.A.3.c-d 6.3.8.A.2 6.3.8.C.1 6.3.8.D.1 RH.6-8.1 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.5	• in a group, complete a research packet using *History Alive* and *America's Past and Promise,* which will highlight the important people and their contributions at the convention with a major focus on the compromises reached. • role-play the historical compromises reached at the convention. • debate current issues and develop compromises for the problems.	Completed research packet Class discussion Teacher-created rubric Peer evaluation Teacher-create rubric	*History Alive!* pages 108 – 117, *America's Past and Promise* pages 231 – 238. Answers can be posted on the Tablet PC as they are discussed. Students may want to use Google Docs to collaborate. Language Arts integration

THE CONSTITUTION OF THE UNITED STATES				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
24. (continued)		❖ *answer the following in an essay: 1. Why are the words slave and slavery not included in the Constitution? 2. Why was slavery accepted by the delegates? 3. Why were the following groups excluded from the Constitution – women, Native Americans, African Americans, and poor citizens?	Teacher-created rubric Peer evaluation	
25. interpret the sections of the United States Constitution and the Amendments, including the Bill of Rights, and explain how the document can be referred to as a "living" document. (27)	6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.g 6.1.8.D.3.g RH.6-8.1-10 WHST.6-8.1-10 8.1.8.A.1, 4 8.1.8.D.3 8.1.8.E.1	• analyze sections of the Preamble and orally justify their purpose. • conduct internet research on the Bill of Rights in preparation for a poster board presentation which will focus on students presenting a current event that deals with their specific amendment. • conduct a debate on capital punishment and write a position paper citing argument for or against. ❖ *analyze actual Supreme Court cases focusing on students' rights and present findings to classmates. • discuss how the Constitution is a living document and participate in a mock bill proposal. • analyze the steps that go into a bill becoming a law and determine why such a thorough process is needed.	Class discussion Teacher observation Teacher-created rubric Peer Evaluation Teacher-created rubric Note-taking guide Class discussion Teacher-created rubric Class discussion Teacher observation Class discussion Journal entry	http://www.archives.gov/exhibits/charters/constitution_transcript.html http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html Language Arts integration, Students may wish to collaborate using Google Docs

THE CONSTITUTION OF THE UNITED STATES

PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
26. evaluate the United States Constitution as a framework of government function. (28)	6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.g 6.1.8.D.3.g RH.6-8.1-2 RH.6-8.4 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1 8.1.8.A.4 8.1.8.D.3 8.1.8.E.1	• construct a flow chart of checks and balances for each branch of government. • complete a guided packet that includes important vocabulary related to the Constitution unit. • complete a graphic organizer highlighting the required qualifications in order to run for local government positions as well as national positions, i.e. congressmen/congresswoman, senator, and president. • debate the following: Was the Louisiana Purchase unconstitutional? Should Thomas Jefferson have been impeached for his role in the Louisiana Purchase? ❖ *participate in a hypothetical impeachment hearing of Andrew Jackson for his involvement in the Indian Removal Act. (During relevant Jackson unit) • engage in authentic assessment by simulating the legislative process in Congress.*	Completed chart Completed organizer Class discussion Traditional test/quiz Teacher-created rubric Teacher-created rubric Peer evaluation Teacher-created rubric Teacher observation	http://bensguide.gpo.gov/6-8/government/branches.html

VIII.   THE NEW REPUBLIC & WESTWARD EXPANSION

Essential Question(s):   How did the events of the Jefferson Era strengthen the United States? What factors lead to migration into the west? How did westward expansion transform the nation? What was the primary purpose of the Monroe Doctrine?

Enduring Understanding(s):   The election of Thomas Jefferson began a new era in the United States. Western settlement had an impact on the expansion of United States political boundaries. In the early 1800's Americans moved west of the Rocky Mountains to settle and trade. There were several reasons for migration (need for natural resources, adventure, aspiration for personal freedom, religion, Homestead Act, Gold Rush, Manifest Destiny) Manifest Destiny had an influence on foreign policy during different time periods in American History. Settlement in the west lead to conflict with let to conflict with Mexico and lead to the acquisition of new land. The Monroe Doctrine allowed the United States to strengthen its relationship with Latin America.

THE NEW REPUBLIC & WESTWARD EXPANSION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
27. recognize how Thomas Jefferson's presidency impacted the shape of our nation on the map.	6.1.12.A.3.a 6.1.8.B.4.a 6.1.8.B.4.b 8.1.8.A.1 8.1.8.A.5	• answer the following journal entry: You and your family live on a small farm in Kentucky in about 1800. Raised on the frontier, you are a skillful hunter and trapper. One day at the trading post, you see a poster calling for volunteers to join the Corps of Discovery. It will be exciting but dangerous. Would you volunteer to join the Corps of Discovery? Explain your decision with detail. • create a map and identify the major territories (including Louisiana territory) of North America in 1804. Locate significant rivers, mountains ranges. Plot the routes taken by western exploration. • read "Mapping the West: The Journey of Lewis and Clark by Michael Stahl and complete a reading comprehension activity.	Teacher-created rubric Class discussion Completed map Teacher observation Class discussion Class discussion Traditional reading comprehension quiz	Have students view different paintings of what the Corps of Discovery was like. Create a word wall for new vocabulary words to provide reference for students while they are reading and writing during this unit.

THE NEW REPUBLIC & WESTWARD EXPANSION

PROFICIENCY / OBJECTIVE *The student will be able to:*	STANDARDS	SUGGESTED ACTIVITY *Students will:*	EVALUATION/ ASSESSMENT	TEACHER NOTES
28. identify the reasons why Americans in the early 1800's moved west of the Rocky Mountains to settle and trade.	6.1.8.A.4.b 6.1.8.A.4.c 6.1.12.A.3.a 6.1.12.B.4.a RH.6-8.1 RH.6-8.4 RH.6-8.7 RH.6-8.10 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.5	• in a jigsaw activity, research and create a presentation on the different reasons for moving west such as the need for natural resources, aspiration for personal freedom, religion, Homestead Act, Gold Rush, Manifest Destiny. • create a persuasive poster to convince other Americans to travel west. • research quotes about Manifest Destiny, and create a list of reasons that Americans supported and opposed manifest destiny. • create a political cartoon that captures the idea of Manifest Destiny in the United States in the 1840's. ❖ *write a persuasive essay on supporting manifest destiny or opposing it.	Completed research packet Class discussion Teacher-created rubric Peer evaluation (Gallery Walk) Class discussion Teacher observation Teacher-created rubric Peer evaluation (Gallery Walk) Teacher-created rubric	*History Alive!* pages 108 – 117, *America's Past and Promise* pages 231 – 238. Answers can be posted on the Tablet PC as they are discussed. Students may want to use Google Docs to collaborate. Language Arts integration http://www.pbs.org/kera/usmexicanwar/educators/md2_commercial.html (PBS Resource for Manifest Destiny, includes lesson plan for teachers.) http://teachinghistory.org/history-content/ask-a-historian/25502 - short reading on the meaning of Manifest Destiny. http://sheg.stanford.edu/upload/Lessons/Unit%204_Expansion%20and%20Slavery/Manifest%20Destiny%20Lesson%20Plan.pdf
29. analyze and explain how settlement in the west lead to conflict with Mexico and lead to the acquisition of new land.	6.1.8.A.4.a 6.1.8.A.4.b 6.1.12.A.3.b RH.6-8.1-10 WHST.6-8.1-10	• complete a KWL chart on the topic. This will be immediately followed with an analysis of an interactive timeline that allows students to learn about the different events but also where they happened during the Mexican-American War. ❖ *Role Play – serve as a newspaper reporter and cover the Mexican-American War. Include spot interviews gathering information on the different views of Americans, including Whigs and abolitionists.	Completed KWL chart Teacher observation Class discussion Teacher-created rubric Completed note-taking guide Teacher observation Class discussion	PBS - interactive timeline map http://www.pbs.org/kera/usmexicanwar/timeline_flash.html

IX.   CAUSES OF THE AMERICAN CIVIL WAR

Essential Question(s):   What does slavery mean, and how does it manifest itself in many forms? In what ways did slavery and states' rights lead to the Civil War? How did the election of President Abraham Lincoln initiate secession? How do geography, climate, and natural resources affect the way, or where people live and work? What are the significant events during America's expansion? What roles did people play?

Enduring Understanding(s):   Major issues of expansion challenged the stability of the nation. The 19th century was a time of incredible change for the United States: geographic expansion, constitutional crisis, and economic growth culminating in Civil War. Major issues of expansion challenged the stability of the nation. Expansion creates conflict. Technological change influences people's lives and society. Social, political and economic opportunities and problems arise from changes in technology. The free market system in the United States serves as an engine of innovation and invention.

CAUSES OF THE AMERICAN CIVIL WAR

PROFICIENCY / OBJECTIVE *The student will be able to:*	STANDARDS	SUGGESTED ACTIVITY *Students will:*	EVALUATION/ ASSESSMENT	TEACHER NOTES
30. outline the roots of the American Civil War through an assessment of conflicts, ideas, laws, and documents that were encountered in the decades preceding the war. (29, 30)	6.1.8.A.5.b 6.1.8.D.5.a 6.1.8.C.3.c 6.1.8.C.4.c 6.1.8.D.5.c RH.6-8.1, 2, 7 WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.1 8.1.8.A.5	• analyze the Missouri Compromise and determine the provisions that were agreed upon. • create a map of the Missouri Compromise that illustrates the divisions it created. • complete an essay that details the positives and negatives of the Missouri Compromise. o * Write a persuasive speech in response to the prompt "If you were a senator in 1820 would you have voted for or against the Missouri Compromise? • create a map of the Compromise of 1850 highlighting changes that took place within the United States regarding slave states and free states.	Teacher observation Completed map Teacher-created rubric Peer evaluation Completed map	Use the following website to conduct research: http://www.pbs.org/wgbh/aia/part3/3p1518.html

CAUSES OF THE AMERICAN CIVIL WAR				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	**SUGGESTED ACTIVITY** *Students will:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
30. (continued)		• research and discuss Nat Turner's rebellion and determine whether his actions were justified. • answer the following in a journal entry: What role did Nat Turner's Rebellion serve in highlighting sectional and philosophical differences in the United States? • read excerpts from Uncle Tom's Cabin and answer the following: How did Uncle Tom's Cabin further enhance the abolitionist movement and highlight the need for the abolishment of slavery? • complete a graphic organizer highlighting the impact of the cotton gin on slavery and the economy of the United States. • analyze and discuss the Dred Scott decision of 1857 and determine how the Supreme Court set a precedent for slaves and the reinforcement of slavery in the United States. (Journal entry.)	Class discussion Teacher-created rubric Peer evaluation Teacher observation Peer evaluation Completed organizer Class discussion	Language Arts integration Language Arts integration View excerpt from *Ken Burn's- The Civil War* on slavery and the effects of the cotton gin.
31. assess the political and economic causes of the Civil War. (31)	6.1.8.B.5.a 6.1.8.D.5.a, c 6.1.8.D.4.b 6.1.8.D.4.c RH.6-8.1, 2, 4, 8, 10 WHST.6-8.1-10 8.1.8.A.1 8.1.8.A.3 8.1.8.A.5	• in a class discussion, analyze how the Kansas-Nebraska Act further strained the relationship between the Northern and Southern states.	Class discussion Teacher observation	View segments from *Ken Burn's – The Civil War*. Utilize http://www.pbs.org/civilwar/ to provide additional information to the students.

CAUSES OF THE AMERICAN CIVIL WAR				
PROFICIENCY / OBJECTIVE *The student will be able to:*	**STANDARDS**	**SUGGESTED ACTIVITY** *Students will:*	**EVALUATION/ ASSESSMENT**	**TEACHER NOTES**
31. (continued)		❖ *answer the following in a journal entry: How did the Kansas-Nebraska Act violate the Missouri Compromise? How was the system of popular sovereignty manipulated by pro-slavery citizens/states? • participate in a jigsaw activity and multi-media presentation that will analyze how John Brown, Frederick Douglass, and Harriet Tubman amplified anti-slavery and pro-slavery sentiment. (Review with students New Jersey's role in the Underground Railroad.) ❖ *research and explain the following in a "Meet the Press" format: how did the election of Abraham Lincoln reinforce sectionalism and lead to secession? How did southern economy's reliance on slavery lead to secession? What role did state's rights play in secession?	Teacher-created rubric Peer evaluation Student presentations Teacher observation Teacher-created rubric Peer evaluation	Utilize the following: http://www.usnews.com/articles/news/politics/2008/07/30/the-most-consequential-elections-in-history-abraham-lincolns-victory-in-1864-led-to-the-end-of-the-civil-war.html and http://americancivilwar.com/kids_zone/causes.html

X.   THE CIVIL WAR

Essential Question(s):	Why is the Civil War a defining moment in American History? Was the Civil War worth fighting? Why, or why not? What impact did the Civil War have on the United States in regards to slavery, land, population and government? What conditions brought immigrants to the United States and what were their lives like after they came? How did economic forces impact the post Civil War ear?
Enduring Understanding(s):	The Civil War was both a divisive and unifying turning point in American History. Rebuilding the nation politically, economically and socially was a difficult undertaking. The Civil War "made modern America." The Reconstruction era was a period of struggle between the executive and legislative branches of the U.S. government.

THE CIVIL WAR

PROFICIENCY / OBJECTIVE The student will be able to:	STANDARDS	SUGGESTED ACTIVITY Students will be able to:	EVALUATION/ ASSESSMENT	TEACHER NOTES
32. explain the effects several battles had on both armies, their leadership and the eventual outcome of the war. (32)	6.1.8.C.5.a 6.1.8.D.5.a, b, c RH.6-8.1, 2, 4, 8, 9, 10 WHST.6-8.1-10 8.1.8.A.1, 3, 5 8.1.8.A.3 8.1.8.A.5	• research and view segments of *Ken Burn's – The Civil War,* focusing on the following battles: Antietam, Fredericksburg, Vicksburg, and Gettysburg in order to graph statistics, identify leaders and strategies utilized, and analyze the effects each battle had on the outcome of the Civil War. • in a jigsaw activity, create a multi-media presentation describing the living conditions, battle conditions, medicinal practices, and weaponry of the Civil War, which will include an explanation of how each topic affected the outcome of the war. ❖ *create a monument and a dedication speech about an important person from one of the battles. (Gallery Walk)	Completed graph Class discussion Teacher-created rubric Student presentations Teacher-created rubric Student presentations Peer Evaluation	http://www.pbs.org/civilwar/ http://www.theuscivilwar.org/ http://www.cabarrus.k12.nc.us/cms/lib09/NC01910456/Centricity/Domain/2908/Civil%20War%20Era%20Web%20Quest%20Updated.pdf
33. determine how President Lincoln addressed slavery and the border state issue in the Emancipation Proclamation. (30, 33)	6.1.8.A.5.a 6.1.8.D.4.c 6.1.8.D.5.c WHST.6-8.1, 2, 4, 9, 10 8.1.8.A.5	• read the Emancipation Proclamation and answer the following in a journal entry: To whom did Abraham Lincoln address the Proclamation? What does the Proclamation state? In your opinion, why didn't Lincoln free the slaves in the Border States?	Teacher-created rubric Peer evaluation Class discussion	

THE CIVIL WAR				
PROFICIENCY / OBJECTIVE *The student will be able to:*	***STANDARDS***	***SUGGESTED ACTIVITY*** *Students will be able to:*	***EVALUATION/ ASSESSMENT***	***TEACHER NOTES***
34. understand and explain the impact African Americans had on the civil War. (30, 33)	6.1.8.D.5.b 6.1.8.D.5.c RH.6-8.1-2 RH.6-8.4-6 RH.6-8.8 RH.6-8.10 WHST.6-8.1-10 8.1.8.A.5	• complete research that will help students understand the impact African American soldiers had on the war that will consist of excerpts from Blue-Eyed Child of Fortune: The Civil War Letters of Colonel Robert Gould Shaw and http://www.archives.gov/education/lessons/blacks-civil-war/ • view *Glory* and keep a journal as though they are a member of the 54th Massachusetts that will highlight the treatment African Americans had to endure along with their contribution to the Union victory.	Class discussion Completed question guide Teacher-created rubric Peer evaluation	http://www.pbs.org/civilwar/ http://www.archives.gov/education/lessons/blacks-civil-war/ http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/civilwar/aasoldrs/soldiers.html
35. explain the role women had in the Civil War. (33)	6.1.8.D.5.b 6.1.8.D.5.c RH.6-8.2 RH.6-8.6-7 8.1.8.A.5	• complete a graphic organizer comparing and contrasting the role of Clara Barton and other nurses during the Civil War to modern day nurses and medics in the military. • work in cooperative groups to complete a jigsaw activity highlighting the role of female spies during the Civil War.	Completed graphic organizer Class discussion Teacher-created rubric Class discussion Peer evaluation	http://www.pbs.org/civilwar/ http://www.goarmy.com/amedd/nurse/index.jsp http://zunal.com/webquest.php?w=52509 http://womenspesinthecivilwar.weebly.com/works-citied.html
36. assess and explain how resources in the north played a role in the Union victory. (34)	6.1.8.B.5.a 6.1.8.C.5.a RH.6-8.2 RH.6-8.7 WHST.6-8.1-10 8.1.8.A.5	• view segments from *Ken Burns – The Civil War* focusing on the Total War strategy by William Tecumseh Sherman and answer the following questions in a journal entry: How did an abundance of factories, railroads, and people lead to a Union victory? Do you feel the Confederacy could have won if they had an industry-based economy, rather than a slave based economy? Do you agree with Sherman's strategy of making war against civilians? Why or why not?	Teacher-created rubric Peer evaluation Class discussion	http://www.theuscivilwar.org/

XI.   RECONSTRUCTION

Essential Question(s):   How did economic forces impact the post Civil War ear?

Enduring Understanding(s):   The Reconstruction era revealed deep divisions in the nation regarding the return of the former Confederate states to the Union. Reconstruction greatly redefined the place of African Americans in American society. African Americans made limited political gains throughout the era of Reconstruction. Changes brought about by Reconstruction led to formation of several Southern white supremacist groups, most notably the Ku Klux Klan.

RECONSTRUCTION				
PROFICIENCY / OBJECTIVE *The student will be able to:*	*STANDARDS*	*SUGGESTED ACTIVITY* *Students will be able to:*	*EVALUATION/ ASSESSMENT*	*TEACHER NOTES*
37. understand the dilemmas and issues facing a re-united United States during the Reconstruction period.	6.1.8.A.5.b 6.1.8.D.5.d 6.1.8.C.5.b 6.3.8.D.1 RH.6-8.7 WHST.6-8.1, 2, 4, 9, 10	• write a newspaper article or create a news video covering the assassination of President Lincoln. ❖ *participate in a hypothetical mock trial on John Wilkes Booth to determine if he was mentally insane or a murderer. • discuss why hate groups were established during the Reconstruction period. • role-play and write a detailed account of the Reconstruction period outlining the changes that took place in America in regards to land, population, slavery, government and human rights. ❖ *debate whether or not Reconstruction was successful. • answer the following in a journal entry: Think about the hate groups that formed during the Reconstruction period. Do you think they are a direct result of the 13th, 14th, and 15th amendments? Why or why not?	Teacher-created rubric Student presentation Teacher-created rubric Peer evaluation Class discussion Teacher observation Teacher-created rubric Teacher-created rubric Teacher-created rubric	http://www.theuscivilwar.org/ http://law2.umkc.edu/faculty/proj ects/ftrials/lincolnconspiracy/linc olnconspiracy.html - Show excerpt from *National Treasure 2 relating to the assassination.* http://www.ducksters.com/history /abraham_lincoln_assassinated.ph p

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SUPPLEMENTAL TEXTBOOK MATERIALS & RESOURCES (Film and Print)

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Amistad. Dir. Steven Spielberg. Perf. Morgan Freeman, Nigel Hawthorne and Anthony Hopkins. DVD. DreamWorks SKG, 1997.
The Civil War: A Film by Ken Burns. Dir. Ken Burns. Perf. David McCullough. DVD. Pbs Paramount, 2004.
The Crossing. Dir. Robert Harmon. Perf. Jeff Daniels. DVD. A&E, 2000.
Davis, Kenneth C. *Don't Know Much About History Everything You Need to Know About American History but Never Learned (Don't Know Much About...)*. New York: Avon Books, 2004.
Glory. Dir. Edward Zwick. Perf. Matthew Broderick, Denzel Washington and Cary Elwes. DVD. TriStar Pictures, 1989.
Gonick, Larry. *Cartoon history of the United States*. New York, N.Y: Harper Perennial, 1991. Print.
Hart, Diane. *History Alive! The United States Through Industrialism*. Student ed. Palo Alto: Teachers' Curriculum Institute, 2005.
In the White Man's Image. Dir. Christine Lesiak. Perf. Pete Boughn. DVD. PBS, 1988.
John Adams - HBO Miniseries. Dir. Tom Hooper. Perf. Paul Giamatti and Laura Linney. HBO, 2008. DVD.
Liberty! The American Revolution. Perf. Jane Adams, Peter Donaldson and Colm Feore. DVD. Middlemarch Films, 1997.
Liberty's Kids: Est. 1776. Prod. Michael Maliani. Dir. Kevin O'Donnell. Perf. Whoopi Goldberg. DVD. Melusine Productions, 2002.
Mason, Lorna C., Jesus Garcia, Frances J. Powell, and C. Frederick Risinger. America's Past and Promise. Student ed. Evanston: McDougal Littell Inc., 1998.
National Treasure 2 - Book of Secrets. Dir. John Turtletaub. Perf. Nicolas Cage and Diane Krueger.
1492: Conquest of Paradise. Dir. Ridley Scott. Perf. GÃ©rard Depardieu, Armand Assante and Sigourney Weaver. DVD. Gaumont, 1992. *The Patriot*. Dir. Roland Emmerich. Perf. Mel Gibson, Heath Ledger and Jason Isaacs. DVD. Columbia Pictures Corporation, 2000.
Shaw, Robert Gould. *Blue-Eyed Child of Fortune the Civil War Letters of Colonel Robert Gould Shaw*. Athens: University of Georgia P, 1999.
Unchained Memories: Readings from the Slave Narratives. Dir. Ed Bell and Thomas Lennon. Perf. Whoopi Goldberg, Angela Bassett and Michael Boatman. DVD. Home Box Office (HBO), 2003.
Zinn, Howard. *People's History of the United States 1492 to Present (P.S.)*. New York: Harper Perennial Modern Classics, 2005. Print.

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1. Glory
2. The Patriot
3. Liberty: The American Revolution
4. Liberty's Kids
5. The American Revolution (History Channel)
6. 1492: Conquest of Paradise
7. From Slavery to Freedom
8. The Murder of Emmet Till (60 Minutes segment)
9. Amistad
10. Unchained Memories: Readings from the Slave Narratives
11. The Civil War (Ken Burns)
12. Remember the Titans
13. Schoolhouse Rocks
14. The Children's March
15. Mighty Times: Rosa Parks
16. Gettysburg
17. Gods and Generals
18. The Crossing
19. Unsolved History: The Boston Massacre

WEBSITES

http://www.archives.gov/education/lessons/blacks-civil-war/ - National Archives Website "Teaching With Documents: The Fight for Equal Rights: Black Soldiers in the Civil War"
http://americancivilwar.com/kids_zone/causes.html - Outlines the causes of the Civil War
http://bensguide.gpo.gov/6-8/index.html - Provides students with various documents relating to the United States
http://britishbattles.com/american-revolution.htm - Provides an overview of every major battle, which includes the British Armed Forces, including the French and Indian War, and the American Revolution.
http://www.columbusnavigation.com/ - "Examining the History, Navigation, and Landfall of Christopher Columbus"
http://www.cnn.com/studentnews/index.html - Updated news for secondary students.
http://www.earlyamerica.com/ - Includes videos, documents, and other resources relating to "Early America"
http://www.youtube.com/watch?v=vgU7K_qGB24&feature=related - Québec History 14 - Invasion of Québec City
http://freepages.history.rootsweb.ancestry.com/~cescott/colonial.html - Information on Colonial America
http://www.ushistory.org/us/3.asp - Interactive website providing on US History, Pre-Columbian to the New Millenium
http://www.history.com/topics/thirteen-colonies - History Channel - Short videos on early America, including colonial America
http://www.ushistory.org/declaration/related/proc63.htm - Primary Source Reading of the Proclamation of 1763

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http://www.ushistory.org/paine/commonsense/index.htm - Primary Source Reading of *Common Sense*

http://education.iupui.edu/webquests/spies/ctsp1.htm - Female Civil War Spies activity

http://www.fords.org/sites/default/files/virtualTour/index.html - Virtual tour of Lincoln's Assassination at Ford's Theatre

http://www.ferris.edu/htmls/news/jimcrow/menu.htm - Images and documents relating to the Jim Crow Laws

http://www.goarmy.com/amedd/nurse/index.jsp - Information on modern military nurses

http://www.historyplace.com/unitedstates/revolution/ - Timelines relating to various eras in American history

http://www.lcsc.edu/elmartin/historybehindthenews/Spring%202005/Delema.htm - Short reading on Native American Genocide

http://oyez.org/cases/1851-1900/1895/1895_210 - Court ruling on Plessy v. Ferguson

http://www.pbs.org/civilwar/ - Website includes vast resources on the Civil War, which align with Ken Burns' documentary

http://www.pbs.org/ktca/liberty/ - Website includes vast resources on the American Revolution, which align with the PBS series, "Liberty – The American Revolution"

http://www.pbs.org/wgbh/aia/part3/3p1518.html - Nat Turner's Rebellion

http://www.theamericanrevolution.org/ - Outstanding resource for the American Revolution

http://www.theuscivilwar.org/ - Outstanding resource for the Civil War

http://www.mrnussbaum.com/fiwarint.htm - Resource for the French and Indian War, includes an interactive map and reading comprehension activities

http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm - Resources for the American Revolution

http://www.ucalgary.ca/applied_history/tutor/eurvoya/columbus.html - Interactive Columbus Website, also provides additional information on various continents and explorers

http://videos.howstuffworks.com/howstuffworks/4452-christopher-columbus-video.htm - Brief overview of his journey

http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007043 - United States Holocaust Memorial Museum website – provides an overview of Genocides in World History

http://www.timepage.org/spl/13colony.html - General info relating to the 13 colonies

http://www.sheppardsoftware.com/web_games.htm - Interactive USA themed games

http://law.jrank.org/pages/11887/Colonial-Period.html - Information relating to the 13 Colonies, European Settlement of North America, Factors Influencing Early Colonial Law, Differences From the English Criminal Justice System

http://upload.wikimedia.org/wikipedia/commons/2/22/A_Battle_of_the_French-Indian_War.jpg – Image related to the Native American's use of Guerilla warfare during the French and Indian War

http://www.u-s-history.com/pages/h1182.html - Information relating to William Pitt and his debt causing ways

http://www.usnews.com/articles/news/politics/2008/07/30/the-most-consequential-elections-in-history-abraham-lincolns-victory-in-1864-led-to-the-end-of-the-civil-war.html - Information relating to the consequences associated with Lincoln's election

http://www.cabarrus.k12.nc.us/cms/lib09/NC01910456/Centricity/Domain/2908/Civil%20War%20Era%20Web%20Quest%20Updated.pdf - Civil War Webquest

http://law2.umkc.edu/faculty/projects/ftrials/lincolnconspiracy/lincolnconspiracy.html - Information on Lincoln Assassination

http://www.ducksters.com/history/abraham_lincoln_assassinated.php - Information on Lincoln Assassination

APPENDIX A   **SAMPLE AUTHENTIC ASSESSMENT – 13 COLONIES MULTI-MEDIA PROJECT**

13 Colonies Multi Media Project

Instructions – You have been selected by the Parsippany-Troy Hills School District to create a PowerPoint presentation on one of the original colonies that will be showcased on the Parsippany-Troy Hills School District's Moodle® Page. Your goal is to present a thorough overview of key aspects of your region. In order to do this, you must research the topics below and answer the questions below in complete sentences. This information will be used for your PowerPoint. Remember, you must cite every resource used, including pictures.

Geographical features, **including weather** – What was the climate and land like?

_____
_____
_____
_____
_____
_____

Government and Laws – What type of government did your colony have? **Laws** – What type of laws did they have and who enforced the laws?_____

_____
_____
_____
_____

Leaders – Who were the early leaders of the colony?   What contributions did they make to the colony?

_____
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_____
_____
_____

13 Colonies Multi Media Project (continued)

Religion – What were the different religions in your colony?

_____
_____
_____
_____
_____

Economy/jobs – What did they do to make money or what did they trade?

_____
_____
_____
_____
_____

Food – What type of food did they eat or grow in this area?

_____
_____
_____
_____
_____

Natural Resources – What natural resources were found in this colony? Were they a part of the economic activity for this colony?

_____
_____
_____
_____
_____

Relationship with Natives – How did they get along with the Natives?

_____
_____
_____
_____
_____

13 Colonies Multi Media Project (continued)

Social classes – Were there rich people and poor people found in this colony? Explain

_____
_____
_____
_____
_____

Slavery – Did your colony have slaves? If so how were they treated?

_____
_____
_____
_____
_____

Population – How many people lived in this colony?   What different countries were represented in the population?

_____
_____
_____
_____
_____

Opportunity - Why do you feel this colony provided the best opportunity for immigrants?

_____
_____
_____
_____
_____

Works Cited – List all of your resources used, (websites, books, encyclopedias), in alphabetical order
Remember, all pictures used in your presentation must be included in your works cited.

_____
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Sample Rubric - 13 Colonies Multi Media Project

Category	EXCEEDS STANDARDS	MEETS STANDARDS	BELOW STANDARDS	DOES NOT MEET STANDARDS
Appearance of the Project	The PowerPoint's appearance is professional and polished without distractive elements.	The PowerPoint's appearance is quite professional and polished few distractive elements.	The PowerPoint's appearance is somewhat poor. Some distractive elements.	The PowerPoint's appearance is quite poor. Many distractive elements.
Content Facts	The PowerPoint's content is exemplary and suggests the student has discovered the important ideas of his/her topic.	The PowerPoint's content is good and suggests the student has discovered most of the important facts of his/her topic.	The PowerPoint's content is fair/poor and suggests the student has not discovered most of the important facts.	The PowerPoint's content poor and suggests the student has not done sufficient research.
Images	All images are effective and balanced with text use.	All images are effective, but there appear to be too few or too many.	Some images are effective but their use is not balanced with text use.	Too few images are used to be an effective presentation.
Creativity & Appearance	PowerPoint is excellently presented reflecting creativity and a lot of thought.	Good creative effort. PowerPoint is neat and shows evidence of time spent on it.	Some attempt made to add color and originality. PowerPoint is in correct order.	Little attempt to add color or originality. PowerPoint is bland and disorganized.
Knowledge	The PowerPoint demonstrates a thorough knowledge of the subject investigated.	The PowerPoint demonstrates good knowledge of the subject investigated.	The PowerPoint demonstrates some knowledge of the subject investigated.	The PowerPoint demonstrates very little knowledge of the subject investigated.
Preparation	The student had notes about all the topics and facts s/he wished to include in their PowerPoint before beginning.	The student had notes about all the topics and facts s/he wished to include in their PowerPoint before beginning.	The student had notes about most (~75%) of the events and facts s/he wished to include in their PowerPoint before beginning.	The student had not prepared adequate notes before beginning.
Documentation	You have properly documented 5 or more reliable sources for your topic.	You have properly documented less than 4 reliable sources for your topic.	You have properly documented less than 3 sources for your topic, some of which are weak.	You have not properly documented the sources for your topic and the sources are too few or inappropriate.

APPENDIX B   **SAMPLE AUTHENTIC ASSESSMENT – MOCK SUPREME COURT CASE**

Supreme Court Case
Parsippany-Troy Hills School District v. Shea

In September of 2012, Brooklawn Middle School student C. Shea had her cellular phone go off during the middle of an academic class. The school policy clearly stated that all cell phones must be off and placed in lockers prior to the start of the day. The teacher sent Ms. Shea to the main office where her phone was confiscated. The vice principal, with Ms. Shea present, began going through the confiscated phone's contents including text messages and recent contacts. The cell phone contained many text messages dating back nearly a week. Upon further investigation, the vice principal noted that many of the text message times were during the school day. Alexandra's consequences included 3 days of in school suspension, and teachers were notified in Alexandra's classes if she had been using her phone during their class period. The teachers were instructed to individually punish Ms. Shea as well. Each teacher added an additional two days of afterschool detention.

Ms. Shea, believing that her right to privacy had been violated, took up her matter in court. She admitted that she had broken the rules by not leaving her phone in her locker, but contended that the search of her text messages infringed upon her constitutional right to privacy and that her punishment was unjust given those circumstances.

The New Jersey Supreme Court agreed with Ms. Shea. Their ruling was based on the notion that while the 4th Amendment provides limited protection for students in school, it does apply when there is not 'a reasonable suspicion to believe that personal property must be searched.'

The Parsippany School District appealed to the U.S. Supreme Court who took the case in January, 2011.

Supreme Court Debate Project (200 points)

Goal: to have an engaging, well thought out and planned Supreme Court hearing involving one of two cases:

- **The Constitutional Protection Of Privacy For Students**

In each case three groups have been formed to take on varied roles. At all times students must present themselves in a serious and formal manner, and the large number of points this project is worth should be indicative of how important this assignment is.

Groups

Parsippany Students OR Parsippany School District – while one student per group has been given the designation of having brought forward a case, every student is responsible for all of the work done together. Both groups must present an argument to the Supreme Court in defense of their side and their beliefs. While only one person per group must physically present the case, all group members grades will be affected by their teammates performance both during the court hearing and during the work session days prior. Groups should divide work equally and take it upon themselves to delegate responsibilities to members. Absences will not be an excuse as ALL group members should have access to their group's information, notes, etc. Communication between group members will be the key to a successful trial.

The Supreme Court – the Supreme Court members will be required to work on their own to gain an excellent understanding of how a Supreme Court hearing is conducted. This will include, but is not limited to the procedures and protocols of the court. Each Justice will be required to have questions for both arguing groups. The Justices will hold themselves to a high standard during this trial, and may not discuss outside of the classroom their opinions on the matter. Any discussion of the trial by Justices when court is not in session will result in a failing grade. Justices will be required to write a majority and minority opinion paper following the conclusion of the trial. Justices may ask questions to other Justices during a hearing and are certainly encouraged to do so.

Grading

Please use the attached rubrics as a definitive guide to grading procedures. Simply put, each group with the exception of the Supreme Court will receive an overall group grade based on the outcome of the trial. Each group member will then have an individual grade based on their personal work habits during trial preparation as well as presentation during the actual hearing. These can be both positive and negative points.

The Supreme Court will receive two grades, one for individual work during preparation and the hearing and the other for their written opinion after the conclusion of the case. Grading will be strict given the seriousness of this project.

*Supreme Court Project Grading Rubric - **Groups***

	20	15	10	0
Information	**All** information and points are clear, accurate, and thoroughly explained or questioned.	**Most** information and points are clear, accurate, and thoroughly explained or questioned.	**Most** information and points are clear, and accurate, but not thoroughly explained or questioned.	Information had several inaccuracies OR was not clearly explained.
Respect for group members and fellow peers	Student actively involved all group members and respected peers opinions, ideas, advice, and information.	Student worked well most of the time with group members, but did not involve everyone. Student could have had more sincere respect for group members.	Student did not respect group members nor did they involve all of them during group work days. Student disrespected members outside of the group during trial or on prep days.	Student never attempted to work well with group members and disrespected them and/or fellow peers in the classroom during trial prep or during hearing.
Delivery	Relaxed, confident, appropriately dressed. Speaks clearly and utilizes inflections to emphasize key points. Beautiful example of "thinking on your feet." Used court protocol.	Quick recovery from minor mistakes; appropriately dressed. Satisfactory variation of volume and inflection. Used court protocol for the most part.	Tension or apparent and/or inappropriate dress for hearing. Uneven volume with little or no inflection. Did not use court protocol on several occasions.	Tense and/or inappropriately dressed for hearing. Low volume makes it impossible to hear your points or questions; monotonous tone may put other Justices to sleep. Did not attempt to use court protocol.
Organization (group grade)	Group was well organized, and had all facts and materials ready promptly during trial AND on debate prep days.	Group usually had material ready, but confusion existed in group or materials were not present all of the time.	Group worked poorly together on organization and often spent too much time looking for materials.	Group had NO organization and frequently or always delayed the trial as a result.
Understanding of Topic and Conviction of student during project.	Individual had an excellent understanding of trial material, procedures, etc AND took project seriously all of the time during prep and trial.	Individual understood most of the material and procedures and/or the student did not always take the project seriously.	Individual was confused about court material, procedures, etc and/or did not take project seriously often.	Individual had no understanding of the trial or procedures or material and/or never took the project seriously and detracted from group efforts.

Total from this rubric:_____/100
Group grade from trial:_____/100
PROJECT TOTAL:_____/200

*Supreme Court Project Grading Rubric – **Justices***

	20	15	10	0
Information	**All** information and points are clear, accurate, and thoroughly explained or questioned.	**Most** information and points are clear, accurate, and thoroughly explained or questioned.	**Most** information and points are clear, and accurate, but not thoroughly explained or questioned.	Information had several inaccuracies OR was not clearly explained.
Respect for group members and fellow peers	Student actively involved all group members and respected peers opinions, ideas, advice, and information.	Student worked well most of the time with group members, but did not involve everyone. Student could have had more sincere respect for group members.	Student did not respect group members nor did they involve all of them during group work days. Student disrespected members outside of the group during trial or on prep days.	Student never attempted to work well with group members and disrespected them and/or fellow peers in the classroom during trial prep or during hearing.
Delivery	Relaxed, confident, appropriately dressed. Speaks clearly and utilizes inflections to emphasize key points. Beautiful example of "thinking on your feet." Used court protocol.	Quick recovery from minor mistakes; appropriately dressed. Satisfactory variation of volume and inflection. Used court protocol for the most part.	Tension or apparent and/or inappropriate dress for hearing. Uneven volume with little or no inflection. Did not use court protocol on several occasions.	Tense and/or inappropriately dressed for hearing. Low volume makes it impossible to hear your points or questions; monotonous tone may put other Justices to sleep. Did not attempt to use court protocol.
Understanding of Topic and Conviction of student during project.	Individual had an excellent understanding of trial material, procedures, etc AND took project seriously all of the time during prep and trial.	Individual understood most of the material and procedures and/or the student did not always take the project seriously	Individual was confused about court material, procedures, etc and/or did not take project seriously often.	Individual had no understanding of the trial or procedures or material and/or never took the project seriously and detracted from group efforts.
Adherence to courtroom procedures and validity of questions asked	Student followed all guidelines that would have taken place in the real Supreme Court. Student asked well thought out questions to attorneys and to associate Justices.	Student followed most guidelines of the Supreme Court and asked some questions to attorneys and to associate Justices. May not have been able to properly answer questions from associate Justices.	Student was unable most of the time to follow courtroom procedures and/or asked few questions to attorneys and fellow associate Justices. Answers to questions directed at them were insufficient.	Student did follow procedures correctly which detracted from his or her group. Student asked very few or no questions to attorneys or to associate Justices and/or had inadequate answers for questions asked of them

Total from this rubric:_____/100

Majority/Minority opinion paper:_____/100   **TOTAL:_____/200**

APPENDIX C   **AUTHENTIC ASSESSMENT – JAMESTOWN SPEECH**

The Jamestown Persuasive Speech

You are a colonist, one of only 60 left, in Jamestown in 1610. The Starving Time has had a severe impact on your desire to stay in the New World. It is now time to decide whether or not to return to England or continue the pursuit of fame and fortune here in Jamestown.

What you need to do:

1. In your small group write, practice, and then present a short persuasive speech to King James asking him to either bring you and your fellow colonist's home, or to provide more food and settlers for your continued colonization efforts.

2. The speech must be no less than 1.5 minutes and no more than 3 minutes.

3. EVERY group member must speak at some point. It is up to you how to transition from one group member to the other.

4. EVERY group member should participate in the writing of the speech. Use your textbooks and notes and personal opinion to complete this task.

5. You must write this speech from the perspective of having no idea that someday the colony will prosper.

6. Please check attached rubric for what you will be graded on. Speeches will be recorded so that your parents may hear, and so that we can follow your public speaking skills improvement over the year.

Sample Jamestown Speech Rubric

Group Members:

1)_____

2)_____

3)_____

CATEGORY	EXCEEDS STANDARDS	MEETS STANDARDS	BELOW STANDARDS	DOES NOT MEET STANDARDS
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Persuasiveness	Has a natural flair for public speaking and persuasive speeches, especially with regards to structure and flow.	Demonstrates a very solid awareness and application of conventions of a persuasive speech, intended for a particular target audience.	Struggles with the nature of persuasive speeches. Tends to give a descriptive talk for most of the speech.	Does not present his/her information in the form of a persuasive speech. Instead, student gives a descriptive talk throughout.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one to two words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces more than two words.	Often mumbles or cannot be understood OR mispronounces more than five words.
Enthusiasm	Facial expressions, emotion and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Emotion, expressions, and other forms of visual communication are lacking or less than genuine.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Eye Contact	Maintains eye contact consistently and uses body language effectively to create interest and persuade.	Maintains eye contact for the most part. A positive use of body language is demonstrated.	Maintains eye contact regularly. Student is aware of importance of body language although s/he struggles with it.	Maintains minimal if no eye contact with the target audience.
Content	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease and answers most questions with explanations and some elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student does not have grasp of information; student cannot answer questions about subject.

APPENDIX D   **AUTHENTIC ASSESSMENT – JAMESTOWN SPEECH**

Civil War- Battles Project

<u>Your Task:</u> You will be researching a battle that you have been assigned. After you finish this note sheet you will create a battle write up, important person, and a monument.

PART I. Battle Notes-

Civil War Battles Project
Part 2. Battle Write-Up

Directions: Write a brief account of the battle. The write up should be 3 paragraphs that include the following information.

- Describe who was involved
- Why & where it took place
- Location
- Landscape of the battle
- What was the result?
- Casualties
- Winners
- Losers
- Did anyone important make a name for them in this battle or die?

Civil War Battles Project
Part 3. Monument

A monument is something erected in memory of a person or event, such as a building, pillar, or statue

Design a monument for your battlefield. Draw a picture of the monument you have created, no printing from the computer
Write a paragraph (5-7) sentences explaining the monuments design.
Why does it look the way it does?
What does your monument symbolize?

Battles of the CIVIL WAR -RUBRIC

	Advanced	**Proficient**	**Partially Proficient**	**Needs Improvement**
Battle Notes	Student worked entire class period in the media center and used their time wisely. Notes complete and accurate with extra facts and information	Student completed the note sheet and has all the required information	Missing some of the information required on the battle note sheet	This part is incomplete and missing parts.
Battle Write up	Includes a complete, accurate and detailed description of who was involved, describes why & where it took place (location, landscape of the battle. Includes the results and details on the Casualties, Winners, and Losers. Also mentions if anyone important made a name for themselves in this battle or perished?	Includes description of who was involved, describes why & where it took place (location, landscape of the battle And includes the results and details on the Casualties, Winners, Losers. Also mentions if anyone important made a name for themselves in this battle or perished?	Missing some of the requirements from the check list	This part is not complete and needs to be redone
Monument	Student created a creative & well thought out monument for their battlefield and includes a one-paragraph paragraph (5-7) sentences explaining the monuments design. Includes why it looks the way it does? And it describes what it symbolizes	Student created a monument for their battlefield and includes a one-paragraph paragraph (5-7) sentences explaining the monuments design. Includes why it looks the way it does? And it describes what it symbolizes	Either missing the write up or monument or an explanation of the different symbols used.	The monument is not complete
Works Cited	Includes a works cited page generated from Easybib.com with five or more sources	Includes a works cited page generated from Easybib.com with 3-4 sources.	Only lists the different sources	Does not include a works cited page
Cover Page	Includes a cover page with name, date, period, creative title and picture	Includes a cover page with name, date, period, title and picture	Missing the majority of information on the cover page	No cover page is included

Road Map to the Civil War

<u>**Your task:**</u> You will create a road map with the 12 events leading to the Civil War. You will design a road on poster board with 12 stops along the way. Each stop will represent one event.

*Important Events Leading to the Civil War:

1)   Mason-Dixon Line
2)   Popular Sovereignty
3)   Fugitive Slave Law
4)   Compromise of 1850
5)   Kansas-Nebraska Act
6)   Dred Scott Case
7)   Invention of the Cotton Gin
8)   Uncle Tom's Cabin
9)   Succession
10)   Election of 1860
11)   Wilmot Proviso
12   John Brown's Raid
13)   Slavery

You will research each event and include the following:
·   What happened
·   Who was involved
·   What the outcome was
·   Why it created conflict
·   Illustration of the event

Road Map to the Civil War Rubric

	Advanced	Proficient	Partially Proficient	Needs Improvement
Events	All 12 events leading to the Civil War are included, in sequential order, and are labeled with name and date.	All 12 events leading the Civil War are included, in sequential order, some are missing label.	Some events are missing or not placed in the correct order and are missing labels.	Most of the events are not in the correct order and are missing labels.
Descriptions	Each description includes all listed detail and is 6-8 sentences.	Each description includes all the listed details, but is missing 1-2 sentences.	Descriptions are missing a few parts listed above and are not the correct length.	Descriptions are missing many of the parts listed above.
Creativity	Illustrations are neat, relevant, and colorful. A creative title is included.	Illustrations relate to the project.	Some events are missing relevant illustrations.	No illustrations were included for the events.
Mechanics	Contains few, if any punctuation, spelling, or grammatical errors	Contains Several errors in punctuation, spelling or grammar that do not interfere with writing	Contains many punctuation, spelling and/or grammatical errors that interfere with meaning	Contains many punctuation, spelling and/or grammatical errors that make the piece illegible
Classwork	Worked entire class period, brought in extra materials, supplies and helped other group members with their task	Worked entire class period on the project	Often worked on the project during class	Off task for most of the group work activity

APPENDIX E   **READING COMPREHENSION AND EXTENDED RESPONSE ASSESSMENT**

THE DECLARATION OF INDEPENDENCE

Directions: Read the following passage and complete the questions that follow.

As the relationship between the British government and their American colonies grew worse and worse, some colonists began to believe that totally breaking away from Britain was the only acceptable choice. In May 1775, the Second Continental Congress met, and first tried to avoid further conflict with Britain by sending a petition to King George, asking for a peaceful solution to their problems.

By that time, just as the colonists were furious about the Intolerable Acts against Massachusetts and Parliament's other taxes, the British were also mad about the Tea Party and the colonials who fired at British troops at Lexington and Concord. The colonies already had militias ready to fight; now, the Second Continental Congress suggested that the colonies have their own official army, led by George Washington.

As the Continental Congress continued to meet, Richard Henry Lee of Virginia asked the Congress to consider an official declaration of independence from Britain. At first, only seven colonies voted to support this declaration. The Continental Congress decided that more colonies would support the idea of independence if they wrote an official independence statement.

Thomas Jefferson was chosen to write the rough draft of this official statement, called the Declaration of Independence. The Congress picked Jefferson because he was a talented writer and a strong supporter of breaking away from Britain. Jefferson also studied governments of other countries, and was influenced by John Locke's ideas of natural rights.

John Locke was a British philosopher who believed that all people were born with natural rights, and that these rights can never be taken away. Locke believed that the natural rights were:

- ➢ Everyone is born equal.
- ➢ Everyone has the right to live.
- ➢ Everyone has the right to be free.
- ➢ Everyone should have the opportunity to be happy.
- ➢ Everyone can get rid of a bad government if the government is ruling them unfairly.

The Declaration of Independence (continued)

Locke explained that the government's job was to protect each person's natural rights. Governments became bad, he explained, when they had absolute power (power with no limits). In the eyes of the colonists, the British government had become bad when it stopped protecting some of the colonist's rights. For example:

- *King George III has weakened colonial governments who do not follow his laws and refuses to allow the colonists to elect their own representatives.*

- *King George III has not allowed the colonies to create their own fair court system.*

- *King George III has placed an unreasonable amount of British soldiers in the colonies to enforce laws and let them live in colonists private homes.*

- *King George III cut off the colonist's trade with the rest of the world and has enforced taxes without colonist's permission.*

After writing for two and a half weeks, Thomas Jefferson created a rough draft of all of these complaints about the British government. He showed his rough draft to Ben Franklin and John Adams. They suggested some changes, but submitted the declaration to the Continental Congress on June 28, 1776.

On July 2, 1776, twelve of the states approved the declaration. The only state that did not yet approve was New York. For two days, Congress made some final changes to the declaration. The most important of these changes had to do with slavery. In the rough draft, Thomas Jefferson wrote that slavery should no longer be allowed in America. But none of the slave-states (in the southern part of America) would approve the declaration if slavery was made illegal. In the final draft of the declaration, the paragraph about eliminating slavery was taken out.

On July 4, 1776, all thirteen of the states were ready to approve and sign the final copy of the Declaration of Independence. John Hancock was the first to sign, and signed his name extremely large – he did this, he said, so that King George could read it without his glasses on. By signing the declaration, the men of the Continental Congress promised to give their lives, their fortunes, and their sacred honor to the cause of liberty.

The finished Declaration of Independence was printed and read in every colony. George Washington even read it to the soldiers in the Continental Army!

Multiple Choice Questions

Directions: *Place the letter of the correct answer in the space provided. Refer back to the reading passage to help you answer the questions.*

_____1. In May 1775, the Second Continental Congress met to avoid further conflict with Britain. In the previous sentence, the word "conflict" means

A) **Problems.**
B) **Agreements.**
C) **Harmony.**
D) **Peace.**

_____2. The Second Continental Congress agreed to send a

A) **Petition to King George III asking for representation in Parliament.**
B) **Petition to King George III asking for funds to raise an army.**
C) **Petition to King George III asking for a peaceful solution to the problems between Britain and the colonies.**
D) **Formal declaration of war to King George III.**

_____3.   The person who asked Congress to consider declaring independence from Britain was

A) **Benjamin Franklin from Pennsylvania.**
B) **Thomas Jefferson from Virginia.**
C) **John Adams from Massachusetts.**
D) **Richard Henry Lee of Virginia.**

_____4. Thomas Jefferson was chosen to write the Declaration of Independence because

A) **He supported the idea of breaking away from England and was a talented writer.**
B) **He wanted to make it clear to King George III that the colonies did not break away.**
C) **He supported the taxes passed by King George III.**
D) **None of the above.**

Multiple Choice Questions (continued)

_____5. Thomas Jefferson was influenced by John Locke. Locke was a philosopher who believed

A)   Everyone is born with equal rights and can get rid of a government if the government treated them badly.
B)   Everyone should be a patriot.
C)   Everyone should be a loyalist.
D)   The colonies should become independent.

_____6. The two individuals who helped Thomas Jefferson make changes to the Declaration of Independence before it was submitted to the Continental Congress were

A) John Adams and John Locke.
B) Benjamin Franklin and George Washington.
C) John Adams and Benjamin Franklin.
D) Richard Henry Lee and John Locke.

_____ 7. How long did Jefferson take to write the draft of the Declaration?

A) 4 years.
B) 2 days.
C) 2 months.
D) 2 ½ weeks.

_____8. Why did the Continental Congress take out the section of the Declaration of Independence that said slavery should be outlawed?

A) They wanted New England colonies, the colonies with the most slaves, to support the Declaration of Independence.
B) They wanted the middle colonies, the colonies with the most slaves, to support the Declaration of Independence.
C) They wanted the southern colonies, the colonies with the most slaves, to support the Declaration of Independence.
D) They wanted England to support the Declaration of Independence.

Multiple Choice Questions (continued)

_____ 9. Who signed his name on the Declaration large enough that King George could read it without his glasses on?

A) **Thomas Jefferson.**
B) **George Washington.**
C) **John Hancock.**
D) **Benjamin Franklin.**

_____ 10. What did the signers of the Declaration promise to give in order to achieve liberty in America?

A) **Their lives.**
B) **Their fortunes.**
C) **Their sacred honor.**
D) **All of the above.**

Open Ended Question

Directions: *Using the reading,* **THE DECLARATION OF INDEPENDENCE,**
answer the following bullets in paragraph form.

- The Declaration of Independence allowed the colonists to break away from England's government, because, in their opinion, England's government was not protecting the colonist's **natural rights**.

- Based on the reading, identify what the colonist's **natural rights** were. Then explain how the colonist's **natural rights** were violated by England's government.

- Name something in your life that you want to break away from because it violates your **natural rights.** Provide two examples that explain how this person/place/thing violates your **natural rights**.

Use specific information from the reading and any additional knowledge you have to support your response.

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	**Limited Command**	**Partial Command**	**Adequate Command**	**Strong Command**	**Superior Command**
Score:	1	2	3	4	5	6
Content and Organization - Communicates intended message to intended audience - Relates to topic - Opening and closing - Focused Logical progression of ideas - Transition - Appropriate details and information	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well- developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
Usage -Tense formation -Subject- verb agreement -Pronouns usage/ agreement -Word choice/ meaning -Proper Modifiers	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction -Variety of type, structure, and length -Correct construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
Mechanics -Spelling -Capitalization -Punctuation	Errors so severe they detract from meaning	Numerous serious errors	Patterns of errors evident	No consistent pattern of errors some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Used for the "Writing to Speculate" (Picture Prompt) and Persuasive Writing Items

Non-Scorable Reponses	**NR**	No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

APPENDIX F   **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**
FOR SOCIAL STUDIES

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:
• Is civic minded, globally aware, and socially responsible.
• Exemplifies fundamental values of American citizenship through active participation in local and global communities.
• Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
• Considers multiple perspectives, values diversity, and promotes cultural understanding.
• Recognizes the implications of an interconnected global economy.
• Appreciates the global dynamics between people, places, and resources.
• Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

Social studies instruction occurs throughout the P-12 spectrum:
• At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8,** students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

The Role of Essential Questions
Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards
The organization and content of the 2009 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.
- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand
6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

Coding of Indicators

For standards 6.1, grades P-4, and for standard 6.3, all grades, each indicator code should be interpreted as follows:

6.1.	4.	A.	1
↑	↑	↑	↑
standard number	grade	strand	indicator

For standards 6.1 and 6.2, grades 5-12, the inclusion of the era (see the Social Studies Timeframe Table) impacts the coding of each indicator as follows:

6.1.	8.	A.	1.	a
↑	↑	↑	↑	↑
standard number	grade	strand	era	indicator

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2014 New Jersey Core Curriculum Content Standards - Social Studies

Content Area	Social Studies		
Standard	**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Era	**Three Worlds Meet (Beginnings to 1620)**		
Grade Level	By the end of grade 8		
Content Statement	**Strand**	**Indicator #**	**Indicator**
1. Three Worlds Meet Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.	**A. Civics, Government, and Human Rights**	6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
	B. Geography, People, and the Environment	6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
		6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
	C. Economics, Innovation, and Technology	6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
		6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
	D. History, Culture, and Perspectives	6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
		6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
		6.1.8.D.1.c	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Content Area	Social Studies			
Standard	**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
Era	**Colonization and Settlement (1585-1763)**			
Grade Level	By the end of grade 8			
Content Statement	**Strand**	**Indicator #**	**Indicator**	
2. Colonization and Settlement The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.	**A. Civics, Government, and Human Rights**	6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.	
		6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	
		6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.	
	B. Geography, People, and the Environment	6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	
		6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	
	C. Economics, Innovation, and Technology	6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.	
		6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
		6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.	
	D. History, Culture, and Perspectives	6.1.8.D.2.a	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	
		6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	

Content Area	Social Studies		
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Era	Revolution and the New Nation (1754-1820s)		
Grade Level	By the end of grade 8		
Content Statement	Strand	Indicator #	Indicator
3. Revolution and the New Nation Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today	A. Civics, Government, and Human Rights	6.1.8.A.3.a	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
		6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
		6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
		6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
		6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
		6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
		6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
	B. Geography, People, and the Environment	6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
		6.1.8.B.3.b	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
		6.1.8.B.3.c	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
		6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.

Content Area	Social Studies		
Standard	**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.		
Era	**Revolution and the New Nation (1754-1820s)**		
Grade Level	By the end of grade 8		
Content Statement	**Strand**	**Indicator #**	**Indicator**
	C. Economics, Innovation, and Technology	6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
		6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
		6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
	D. History, Culture, and Perspectives	6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
		6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
		6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
		6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
		6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
		6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
		6.1.8.D.3.g	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.

Content Area	Social Studies			
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
Era	Expansion and Reform (1801-1861)			
Grade Level	By the end of grade 8			
Content Statement	**Strand**	**Indicator #**	**Indicator**	
4. Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	**A. Civics, Government, and Human Rights**	6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	
		6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	
		6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.	
	B. Geography, People, and the Environment	6.1.8.B.4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	
		6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	
	C. Economics, Innovation, and Technology	6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	
		6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	
		6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	
	D. History, Culture, and Perspectives	6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	
		6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	
		6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	

Content Area	Social Studies			
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
Era	Civil War and Reconstruction (1850-1877)			
Grade Level	By the end of grade 8			
Content Statement	**Strand**	**Indicator #**	**Indicator**	
5. Civil War and Reconstruction The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.	A. Civics, Government, and Human Rights	6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	
		6.1.8.A.5.b	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	
	B. Geography, People, and the Environment	6.1.8.B.5.a	Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.	
	C. Economics, Innovation, and Technology	6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.	
		6.1.8.C.5.b	Analyze the economic impact of Reconstruction on the South from different perspectives.	
	D. History, Culture, and Perspectives	6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.	
		6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	
		6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.	
		6.1.8.D.5.d	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	

Content Area	Social Studies		
Standard	**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
Grade Level	By the end of grade 8		
Content Statement	**Strand**	**Indicator #**	**Indicator**
Active citizens in the 21st century: • Recognize the causes and effects of prejudice on individuals, groups, and society. • Recognize the value of cultural diversity, as well as the potential for misunderstanding. • Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. • Listen open-mindedly to views contrary to their own. • Collaboratively develop and practice strategies for managing and resolving conflict. • Demonstrate understanding of democratic values and processes. • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. • Challenge unfair viewpoints and behaviors by taking action. • Make informed and reasoned decisions. • Accept decisions that are made for the common good.	**A. Civics, Government, and Human Rights**	6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
		6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
		6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
	B. Geography, People and the Environment	6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
	C. Economics, Innovation, and Technology	6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
	D. History, Culture, and Perspectives	6.3.8.D.1	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.

Social Studies Timeframe Table		
Note: The numbering of time periods (in Content Statements and coded CPI numbers) sometimes reflects the overall era and sometimes reflects a time period within an era, as indicated below.		
Standard	**Grades 5-8**	**Grades 9-12**
Standard 6.1 U.S. History: America in the World	Three Worlds Meet (Beginnings to 1620) **1. Three Worlds Meet** Colonization and Settlement (1585-1763) **2. Colonization and Settlement** Revolution and the New Nation (1754-1820s) **3. Revolution and the New Nation** Expansion and Reform (1801-1861) **4. Expansion and Reform** Civil War and Reconstruction (1850-1877) **5. Civil War and Reconstruction**	Colonization and Settlement (1585-1763)* **1. Colonization and Settlement** Revolution and the New Nation (1754-1820s) **2. Revolution and the New Nation** Expansion and Reform (1801-1861) **3. Expansion and Reform** Civil War and Reconstruction (1850-1877) **4. Civil War and Reconstruction** The Development of the Industrial United States (1870-1900) **5. The Development of the Industrial United States** The Emergence of Modern America (1890-1930) **6. Progressive Reforms** **7. World War I** **8. Roaring Twenties** The Great Depression and World War II (1929-1945) **9. The Great Depression** **10. New Deal** **11. World War II** Postwar United States (1945 to early 1970s)

Social Studies Timeframe Table		
Note: The numbering of time periods (in Content Statements and coded CPI numbers) sometimes reflects the overall era and sometimes reflects a time period within an era, as indicated below.		
Standard	**Grades 5-8**	**Grades 9-12**
		12. Cold War **13. Civil Rights and Social Change** Contemporary United States (1970-Today) **14. Domestic Policies** **15. International Policies** **16. Interconnected Global Society**
Standard 6.2 World History/ Global Studies	The Beginnings of Human Society **1. Paleolithic and Neolithic Ages** Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE) **2. Ancient River Valley Civilizations** The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE) **3. The Classical Civilizations of the Mediterranean World, India, and China** Expanding Exchanges and Encounters (500 CE-1450 CE) **4. Expanding Exchanges and Encounters**	The Emergence of the First Global Age (1350-1770) **1. Global Interactions and Colonialism** Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700) **2. Renaissance, Reformation, Scientific Revolution, and Enlightenment** Age of Revolutions (1750-1914) **3. Political and Industrial Revolutions, Imperialism, Reform, and Global Impact** A Half-Century of Crisis and Achievement (1900-1945) **4. The Era of the Great Wars** The 20th Century Since 1945 (1945-Today) **5. Challenges for the Modern World** Contemporary Issues **6. Contemporary Issues**

APPENDIX G   **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR TECHNOLOGICAL LITERACY**

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*		
Grade Level bands	**Content Statement Students will:**	**Indicator**	**Indicator**
P	Understand and use technology systems.	8.1.P.A.1	Use an input device to select an item and navigate the screen
		8.1.P.A.2	Navigate the basic functions of a browser.
	Select and use applications effectively and productively.	8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
		8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
		8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
K-2	Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
	Select and use applications effectively and productively.	8.1.2.A.2	Create a document using a word processing application.
		8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
		8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
		8.1.2.A.5	Enter information into a spreadsheet and sort the information.
		8.1.2.A.6	Identify the structure and components of a database.
		8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
3-5	Understand and use technology systems.	8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
	Select and use applications effectively and productively.	8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
		8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
		8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
		8.1.5.A.5	Create and use a database to answer basic questions.
		8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

	Select and use applications effectively and productively.	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.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
P	Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
K-2	Create original works as a means of personal or group expression.	8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
3-5		8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
6-8		8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area	**Technology**		

Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*	
Grade Level bands	**Content Statement**	**Indicator**	**Indicator**
P	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
K-2		8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
3-5	Communicate information and ideas to multiple audiences using a variety of media and formats.	8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
6-8	Develop cultural understanding and global awareness by engaging with learners of other cultures.	8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Contribute to project teams to produce original works or solve problems.	8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*	
Grade Level bands	**Content Statement**	**Indicator**	**Indicator**
K-2	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
3-5	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.5.D.1	Understand the need for and use of copyrights.
		8.1.5.D.2	Analyze the resource citations in online materials for proper use.
	Demonstrate personal responsibility for lifelong learning.	8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

	Exhibit leadership for digital citizenship.	8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
6-8	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**E: Research and Information Fluency:** *Students apply digital tools to gather, evaluate, and use information.*		

Grade Level bands	Content Statement **Students will:**	Indicator	Indicator
P	Plan strategies to guide inquiry.	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.
K-2	Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.

Grade	Content Statement	Indicator	Indicator
	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.		
3-5	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
6-8	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
9-12	Plan strategies to guide inquiry. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Process data and report results.	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Content Area	Technology		
Standard	**8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**		
Strand	**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*		
Grade	**Content Statement**	**Indicator**	**Indicator**

Level bands	Students will:		
K-2	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
3-5	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions	8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.
6-8	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

9-12	Identify and define authentic problems and significant questions for investigation. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology		
Standard		**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**		
Strand		**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*		
Grade Level bands	**Content Statement Students will be able to understand:**	**Indicator**	**Indicator**	
K-2	The characteristics and scope of technology.	**8.2.2.A.1**	Define products produced as a result of technology or of nature.	
		8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.	
	The core concepts of technology.	**8.2.2.A.3**	Identify a system and the components that work together to accomplish its purpose.	
		8.2.2.A.4	Choose a product to make and plan the tools and materials needed.	
	The relationships among technologies and the connections between technology and other fields of study.	**8.2.2.A.5**	Collaborate to design a solution to a problem affecting the community.	
3-5	The characteristics and scope of technology.	**8.2.5.A.1**	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.	
		8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.	
	The core concepts of technology.	**8.2.5.A.3**	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.	
	The relationships among technologies and the connections between technology and other fields of study.	**8.2.5.A.4**	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.	
		8.2.5.A.5	Identify how improvement in the understanding of materials science impacts technologies.	
6-8	The characteristics and scope of technology.	**8.2.8.A.1**	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).	

	The core concepts of technology.	**8.2.8.A.2**	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	**8.2.8.A.4**	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	**8.2.12.A.1**	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	**8.2.12.A.2**	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	**8.2.12.A.3**	Research and present information on an existing technological product that has been repurposed for a different function.

Content Area	**Technology**
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**
Strand	**B. Technology and Society:** *Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.*

Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	The cultural, social, economic and political effects of technology.	**8.2.2.B.1**	Identify how technology impacts or improves life.
	The effects of technology on the environment.	**8.2.2.B.2**	Demonstrate how reusing a product affects the local and global environment.
	The role of society in the development and use of technology.	**8.2.2.B.3**	Identify products or systems that are designed to meet human needs.
	The influence of technology on history.	**8.2.2.B.4**	Identify how the ways people live and work has changed because of technology.
3-5	The cultural, social, economic and political effects of technology.	**8.2.5.B.1**	Examine ethical considerations in the development and production of a product through its life cycle.

	The effects of technology on the environment.	8.2.5.B.2	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
		8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
		8.2.5.B.5	Explain the purpose of intellectual property law.
	The influence of technology on history.	8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.
6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Content Area	Technology		
Standard	**8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** **All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.**		
Strand	**C. Design:** *The design process is a systematic approach to solving problems.*		

Grade Level bands	Content Statement **Students will be able to understand:**	Indicator	Indicator
K-2	The attributes of design.	**8.2.2.C.1**	Brainstorm ideas on how to solve a problem or build a product.
		8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
		8.2.2.C.3	Explain why we need to make new products.
	The application of engineering design.	**8.2.2.C.4**	Identify designed products and brainstorm how to improve one used in the classroom.
		8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	**8.2.2.C.6**	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
3-5	The attributes of design.	**8.2.5.C.1**	Collaborate with peers to illustrate components of a designed system.
		8.2.5.C.2	Explain how specifications and limitations can be used to direct a product's development.
		8.2.5.C.3	Research how design modifications have lead to new products.
	The application of engineering design.	**8.2.5.C.4**	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
		8.2.5.C.5	Explain the functions of a system and subsystems.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	**8.2.5.C.6**	Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
		8.2.5.C.7	Work with peers to redesign an existing product for a different purpose.

Grade	Content Statement	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
			Create a technical sketch of a product with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area	Technology
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
Strand	D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*
Grade	Content Statement	Indicator	Indicator

Level bands	Students will understand how to:		
K-2	Apply the design process.	8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
	Use and maintain technological products and systems.	8.2.2.D.2	Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
		8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
		8.2.2.D.4	Identify the resources needed to create technological products or systems.
	Assess the impact of products and systems.	8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
3-5	Apply the design process.	8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
		8.2.5.D.2	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.
	Use and maintain technological products and systems.	8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.
		8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.5.D.5	Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
	Assess the impact of products and systems.	8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
		8.2.5.D.7	Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.
6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*		
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	**Computational thinking and computer programming as tools used in design and engineering.**	8.2.2.E.1	List and demonstrate the steps to an everyday task.
		8.2.2.E.2	Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
		8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
		8.2.2.E.4	Debug an algorithm (i.e., correct an error).

		8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).
3-5	**Computational thinking and computer programming as tools used in design and engineering.**	**8.2.5.E.1**	Identify how computer programming impacts our everyday lives.
		8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
		8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
		8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
6-8	**Computational thinking and computer programming as tools used in design and engineering.**	**8.2.8.E.1**	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
		8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.
		8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
		8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
9-12	**Computational thinking and computer programming as tools used in design and engineering.**	**8.2.12.E.1**	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

APPENDIX H   **ENGLISH LANGUAGE ARTS STANDARDS HISTORY/ SOCIAL STUDIES GRADES 6-8 COMMON CORE STANDARDS**

2010 ENGLISH LANGUAGE ARTS STANDARDS HISTORY/SOCIAL STUDIES GRADES 6-8
COMMON CORE STANDARDS

XII.   *Key Ideas and Details*

- 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).

XIII.   *Craft and Structure*

- 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).

XIV.   *Integration of Knowledge and Ideas*

- 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.

XV.   *Range of Reading and Level of Text Complexity*

- 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.

English Language Arts Standards » Writing » Grades 6-8

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content.*

- o 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.

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

- o Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- o Establish and maintain a formal style.

- o Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- o Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

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

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

- o Establish and maintain a formal style and objective tone.

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

WHST.6-8.3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

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 writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

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.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

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.

Note:

> Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.