

### Introductory Rationale

Students of the 21st Century face unique and ever evolving challenges and realities related to their economic futures. Financial Literacy will help to prepare our students to take an active role in our global economy while developing an understanding of responsible personal financial habits, strategies, and decision-making. Students will gain a foundation of knowledge in topics related to careers, money management, saving, investing, debt, taxation, insurance, and more. This new skill set will empower these leaders of tomorrow to embrace their financial well-being

Unit 1: Foundational Concepts & Principles		Grade Level: 8		
Learning Standard	New Vocabulary	Resources	Benchmark/ Assessment	Student Evidence
New Jersey Student Learning Standards for Social Studies 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. <ul style="list-style-type: none"> <li>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve</li> <li>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.</li> <li>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand</li> </ul>				

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<p>how conflicting points of view are addressed in a democratic society</p> <p>NJ ELA Grade 6-8 Companion Standards 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.</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● 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</li> </ul> <p>Technology Standards 8.1E 6-8. Use a variety of search tools and filters to access multiple data bases (for example, census data, the Bureau of Labor Statistics, the Departments of Education, Agriculture, Health &amp; Human Services) in order to find information relevant to the solution of a real world problem.</p> <p>Career Readiness, Life Literacies &amp; Key Skills CRP1. Act as a responsible and contributing citizen and employee.</p>				

<b>Unit 1: Foundational Concepts &amp; Principles</b>		<b>Grade Level: 8</b>		
CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.				

<b>Unit 2: Foundational Documents</b>		<b>Grade Level: 8</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmark/ Assessment</b>	<b>Student Evidence</b>
New Jersey Student Learning Standards for Social Studies 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government. 6.1.8.CivicsPI3.d. Use data and other evidence to determine the extent to which demographics				

<p>influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>6.1.8.Civics.PD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</p> <p>NJ ELA Grade 6-8 Companion Standards 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).</p> <ul style="list-style-type: none"><li>● RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</li><li>● WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</li></ul> <p>Technology Standards</p>				
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<p>8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of different digital content</p> <p>Career Readiness, Life Literacies &amp; Key Skills CRP1. Act as a responsible and contributing citizen and employee. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>				
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<p><b>Unit 3: The Constitution, American Ideals and the American Experience</b></p> <p><b>Rationale: Economic conditions, earning power, and quality of life across cultures; factors that may affect income.</b></p>		<p><b>Grade Level: 8</b></p> <p><b>Class: Civics</b></p>			
<p>Learning Standard</p>	<p>New Vocabulary</p>	<p>Resources</p>		<p>Benchmark/ Assessment</p>	<p>Student Evidence</p>
<p>New Jersey Student Learning Standards for Social Studies</p>					

<p>6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution</p> <p>6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time. • 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period. • 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government</p>					
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<p>during the Early Republic (i.e., Alien and Sedition Acts). ● 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. ● 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. ● 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.</p> <p>● 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).</p> <p>● 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>					
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<ul style="list-style-type: none"><li>● 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.</li><li>● 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives.</li></ul> <p>NJ ELA Grade 6-8 Companion Standards</p> <ul style="list-style-type: none"><li>● 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.</li><li>● RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li></ul>					
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<ul style="list-style-type: none"> <li>● RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ul> <p>8.1 Technology Standards</p> <ul style="list-style-type: none"> <li>● 8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of different digital content.</li> </ul> <p>Career Readiness, Life Literacies &amp; Key Skills</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>					


<b>Unit 4: Role of the Citizen</b>		<b>Grade Level: 8 Class: Civics</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmark/ Assessment</b>	<b>Student Evidence</b>
New Jersey Student Learning Standards for Social Studies 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected. ● 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve				

<ul style="list-style-type: none"><li>● 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.</li><li>● 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society</li></ul> <p>NJ ELA Grade 6-8 Companion Standards</p> <ul style="list-style-type: none"><li>● 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.</li><li>● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</li></ul> <p>8.1 Technology Standards</p> <ul style="list-style-type: none"><li>● 8.1A 6-8. Demonstrate ability to manipulate, analyze and/or interpret data for particular purposes when the purpose and the data sources are provided by the teacher</li></ul>				
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<p>Career Readiness, Life Literacies &amp; Key Skills            CRP1. Act as a responsible and contributing citizen and employee.            CRP4. Communicate clearly and effectively and with reason.            CRP5. Consider the environmental, social and economic impacts of decisions.            CRP6. Demonstrate creativity and innovation.            CRP7. Employ valid and reliable research strategies.            CRP12. Work productively in teams while using cultural global competence.</p>				


<b>Focus Topic: Personal Financial Literacy - E. Becoming a Critical Consumer</b> <b>Rationale: Comparing and contrasting product facts versus advertising claims; techniques and effects of deceptive advertising; fraudulent activities and impact on consumers; defining a responsible consumer.</b>		<b>Grade Level: 8</b> <b>Class: Civics</b>		
Learning Standard	New Vocabulary	Resources	Benchmark/ Assessment	Student Evidence


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**Assessments**

Teacher observation, oral presentations, student projects, rubrics, class projects, class discussion, performance assessment, formative assessment, research project, graphic organizer, exit ticket

<b>Technology Integration</b>	Digital tools (word processing documents); online simulations, videos, games, museums; create story using digital cameras and multimedia tools; engage in learning activities with students in other classes, schools or countries using various media formats; apply cybersafety and appropriate use policies; use geographic mapping tools to plan and solve problems.
<b>Interdisciplinary Integration</b>	ELA: Reading, writing, presenting projects related to career choices Math: compare earnings, taxes, benefits Science: research careers related to Science Social Studies: research careers related to geography, politics, government
<b>Core Instruction and Supplemental Materials</b>	Internet resources
<b>Modifications and Accommodations</b>	ELL: leveled readers; small group instruction Special Education: leveled readers; small group instruction; modified assessments G&T: enrichment activities; small group instruction

## Overview of Topics by Grade Level

### K-8 Allamuchy Curriculum Modifications

**Special Education and 504 Students** Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act. .

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands

- Pass/no pass option
- Modified grades based on IEP

### **BEHAVIOR MODIFICATIONS:**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

**Students At Risk of School Failure** Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

**English Language Learner Students (ELL)** ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance

- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

## Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities