

Somerville Schools 2017
CURRICULUM MAP WITH SCOPE AND SEQUENCE

Course: American History		Subject Area: Social Studies		Grade Level: 8	
	Unit 1: The Revolution (10 Days)	Unit 2: Foundations of Government (20 Days)	Unit 3: Early Politics (30 Days)		
Enduring Understandings	<ol style="list-style-type: none"> 1. There were many factors that led to American Revolution. 2. War has a lasting impression on society and its foundational beliefs. 	<ol style="list-style-type: none"> 1. The Constitution is a living document that has changed over time and is the subject of many debates. 2. The rule of law is meant to protect citizens. However not everyone is created equal. 3. Government powers and responsibilities are divided and shared. 	<ol style="list-style-type: none"> 1. The early leaders of the nation set precedents i.e. two term president, peaceful transition of power. 2. Understand different points of view and perspectives that led to political parties. 		
Essential Questions	<ol style="list-style-type: none"> 1. What factors lead to a revolution? 2. How do wars divide and unite people? 	<ol style="list-style-type: none"> 1. What critical ideas and philosophies drove the creation and implementation of the Declaration of Independence and the First American Government? 2. Does the rule of Law apply equally to all people? 3. Why should government be divided? How does the role of government affect people? 	<ol style="list-style-type: none"> 1. What factors helped to shape the early political scene in the American government? 2. To what extent were early presidents effective in facing the challenges of a new nation? 3. How did the precedents set in the early Federal Period impact the direction of the nation? 4. How does our perspective on historical events change over time? 		
Major Skills	<ol style="list-style-type: none"> 1. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 2. Researching and citing evidence to support a claim. 3. Assessing how point of view shapes the content and meaning of text. 4. Determining cause and effect. 	<ol style="list-style-type: none"> 1. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 2. Researching and citing evidence to support a claim. 3. Assessing how point of view shapes the content and meaning of text. 4. Determining cause and effect. 	<ol style="list-style-type: none"> 1. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes). 2. Researching and citing evidence to support a claim. 3. Assessing how point of view shapes the content and meaning of text. 4. Determining cause and effect. 		

	5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Performance Based Assessments	Create a comic strip: Students will demonstrate understanding of the causes of the revolution.	Letter from a politician during the Early years of our country: -A description of what life was like in the late 1700s. -How life changed during, and after the American Revolutionary War. -Facts and descriptions in the letter are accurate and complete. -Letter includes life in the colonies and a description of childhood and finishes with life after independence and the challenges in governing a new nation.	Propaganda Posters: Students will apply their understanding of propaganda that they gained by creating political propaganda posters to analyze and interpret examples of contemporary political propaganda.
Digital Platforms	Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US	Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US	Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US
Sources: Instructional Materials	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop 	<ul style="list-style-type: none"> ● Chromebooks ● Pens ● Pencils ● Paper ● Anchor Charts ● SMARTboard ● Teacher Laptop
NJSLS Standards	6.1.8.B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and	6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were	6.1.8.D.3.c: Analyze the impact of George Washington as general of the American revolutionary forces and as

	<p>outcome of the American Revolutionary War.</p> <p>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.</p> <p>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.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p>	<p>fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>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.</p> <p>6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>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.</p> <p>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.</p> <p>6.1.8.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>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</p> <p>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.</p>	<p>the first president of the United States.</p> <p>6.1.8.A.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.12.A.2.c: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
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	<p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills. CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them. CRP12 - Work productively in teams while using cultural global competence.</p>	<p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills.</p>	<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills. CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them. CRP12 - Work productively in teams while using cultural global competence.</p>
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Accommodations/Modifications	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts. 	<p>Intervention - Teachers will address intervention needs by using the following tools:</p> <ul style="list-style-type: none"> ● Newsela Leveled Reading Materials ● Text to Speech (Speak It!) ● Discovery Education Techbook (English/Spanish) ● *Please note – The noted interventions are 3 of the resources suggested in the curriculum. Teachers are not limited to these resources and are encouraged to use items in the book room and MyOn to meet the needs of all learners. <ul style="list-style-type: none"> ● Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room, Newsela.com ● Enrichment - Teachers will utilize the book room to establish book talks exposing to students to higher level texts.

Course: American History

Subject Area: Social Studies

Grade Level: 8

	Unit 4: Westward Expansion/Jackson (30 Days)	Unit 5: Genocide (20 Days)	Unit 6: Lincoln and The Civil War (30 Days)
Enduring Understandings	<ol style="list-style-type: none">1. Interpret different points of view and perspectives.2. People move for a variety of reasons – for new economic opportunities, greater freedoms, or to escape hardships.3. Geography and topography shaped the paths and impacted the journeys of Americans who moved to the West.4. While the US has added land and territories throughout its history, it has often come with great costs.5. The expansion of the US has often created and/or resulted in both diplomatic and armed conflict with other peoples and nations.	<ol style="list-style-type: none">1. Cultures merge and new cultures are forged.2. The railroad changed life in the new country for the Native Americans and the Settlers and had an impact on the environment.3. The social and economic life of the Native Americans were affected by key events during Westward Expansion.	<ol style="list-style-type: none">1. There were political, geographic and economic differences between the North and South.2. War affects many people in different ways.3. Understand different points of view and perspectives.4. There were many causes of the Civil War and built up over time.5. Conflict is complicated and there are many ways to resolve it through compromise and war.
Essential Questions	<ol style="list-style-type: none">1. How does our perspective on historical events change over time?2. What are the positive and negative effects of expansion?3. Why do people move?4. How do geography and topography affect travel and settlement?5. What happens when cultures collide?	<ol style="list-style-type: none">1. What happens when one culture expands into another2. How did the settlement of the Americas hurt some people?3. How were the Native Americans affected by key events during this period?4. How did Andrew Jackson’s presidency affect Native Americans?	<ol style="list-style-type: none">1. How does our perspective on historical events change over time?2. What are the causes of conflict?3. What rights do states have in their disagreements with the federal government? Did the south have the right to secede from the union?4. What is an abolitionist? How did they fight for their cause?5. How do we define leaders and leadership?
Major Skills	<ol style="list-style-type: none">1. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes).2. Researching and citing evidence to support a claim.3. Assessing how point of view shapes the content and meaning of text.	<ol style="list-style-type: none">1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.2. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g.,	<ol style="list-style-type: none">1. Reading and comprehending a variety of primary and secondary documents (photos, illustrations, text, quotes).2. Researching and citing evidence to support a claim.

	<ol style="list-style-type: none"> 4. Determining cause and effect. 5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<p>through comparisons, analogies, or categories).</p> <ol style="list-style-type: none"> 3. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 4. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 5. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 6. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 7. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 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. 	<ol style="list-style-type: none"> 3. Assessing how point of view shapes the content and meaning of text. 4. Determining cause and effect. 5. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<p>Performance Based Assessments</p>	<p>Fakebook page: Students will create a mock Facebook (Fakebook) page for a historical figure that utilizes that particular social media platform in order to</p>	<p>Argumentative Essay: According to many history books, Europeans and eventually Americans civilized North America. Throughout this year, we have learned</p>	<p>PBL-Negotiate an Agreement: Goal –Your goal is to negotiate an effective agreement to end the war</p>

	<p>communicate his/her ideas about the challenges faced by antebellum American society, what should be done to address those challenges, the role of government in those changes.</p>	<p>how the Europeans and Americans treated the Native Americans when they first arrived in North America through the 19th century. Stand a stand on this issue using what you've studied in this course and compose an argumentative essay that conveys your beliefs. Use primary and secondary sources to support your thesis statement.</p>	<p>between the Union army and the Confederate army. Role – Choice Audience – American People, Congress, President Situation - Confederate General Robert E. Lee is surrendering at Appomattox. For years his army has led a rebellion against the United States, styling itself as a fight for independence for a new nation, The Confederate States of America. As the war has wound down and the fighting is nearing its end, the readmission of the seceded states is becoming an issue in the national debate.</p> <p>Product Performance and Purpose – The final terms of peace should decide the outcome of the war and whether there is a real winner or loser. Peace negotiations should also determine the responsibilities of the states and federal governments in maintaining the peace. Standards and Criteria for Success – To be successful, each role must try to complete an individual task while working to complete the peace process.</p>
Digital Platforms	<p>Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US</p>	<p>Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US</p>	<p>Chromebooks National Archives Six Months to Sumpter Newsela Discovery Education Streaming America: The Story of US</p>
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NJSLS Standards	<p>6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>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.</p> <p>6.1.8.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.12.A.3.b: Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.e: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.</p>	<p>6.1.8.1: 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.</p> <ul style="list-style-type: none"> ● 6.1.8.A.1.a: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. ● 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.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. <p>6.1.8.2: 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</p>	<p>6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>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.</p> <p>6.1.8.C.5.a: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>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.</p> <p>6.1.8.D.5.c: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.D.5.d: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>Support Standards: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to</p>

	<p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>6.1.12.D.3.d: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>Support Standards: NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards:</p>	<p>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.</p> <ul style="list-style-type: none"> 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. <p>6.1.8.3: 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</p> <ul style="list-style-type: none"> 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. <p>6.1.8.4: Expansion and Reform Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p> <ul style="list-style-type: none"> Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans. <p>Support Standards:</p>	<p>support conclusions drawn from the text.</p> <p>NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Technology Standards: 8.1.8.B.1, 8.1.8.D.3-4, 8.1.8.E.1, 8.2.8.B.2</p> <p>College and Career Readiness/CRP Standards: 9.2.8.B.7 - Evaluate the impact of online activities and social media on employer decisions.</p> <p>CRP1 - Act as a responsible and contributing citizen an employee. CRP2 - Apply appropriate academic and technical skills. CRP8 - Utilize critical thinking to make sense of problems and persevere in solving them. CRP12 - Work productively in teams while using cultural global competence.</p>
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