



Stage 1: Examine and Unpack Standards

These unpacked standards are *expected* in every Durham Public Schools classroom.

<p>UNIT STANDARDS</p> <p>Social Studies</p> <p>8.H.2.1 Explain the impact of economic, political, social, and military conflicts on the development of North Carolina and the United States.</p> <p>8.G.1.3 - Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States.</p> <p>8.C&G.1.1 Analyze how democratic ideals shaped government in North Carolina and the United States.</p> <p>8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States</p> <p>8.C.1.1 - Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States</p> <p>Common Core/Literacy</p> <p>RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>WHST.6-8.1.A - 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.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Describe processes of consensus-building or conflict when people of diverse cultural backgrounds interact. Understand the democratic principles that shape government in North Carolina and the United States. Understand political/economic/cultural tensions may create revolutionary movements. 	
	Making Meaning	
	<p>UNDERSTANDINGS</p> <p>Students will understand that...</p> <ol style="list-style-type: none"> When the values and beliefs held by some individuals and groups are in conflict with those of other individuals and groups, problems may result. Conflicts as well as their causes and implications are multifaceted. Historical documents reflect differing degrees of democratic ideals. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> How did European exploration cause changes in the New World? How was North Carolina and other colonies affected by the American Revolution?
Acquisition		
	<p>KNOWLEDGE</p> <p>Students will know...</p> <ol style="list-style-type: none"> The various cultural practices, values and belief systems of the American Indians before contact with other cultural groups. How the cultural practices, values and belief systems of American Indians influence the way of life of Africans and Europeans. How American Indians, Africans, and Europeans influenced each other after contact. The concept and intent of democratic principles e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights. The literal meaning of various historical documents as it relates to democratic ideals. The geographic challenges/barriers to the movement of people, goods, and ideas that are specific to North Carolina (e.g., lack of navigable ports, lack of infrastructure). North Carolina's role in a variety of state, national and global conflicts. 	<p>SKILLS</p> <p>Students will be able to...</p> <ol style="list-style-type: none"> Cite textual evidence to support analysis of primary sources. Determine the central ideas of a primary source. Provide an accurate summary of a primary source. Present a claim about an issue, distinguish the claim from alternate claims, and organize evidence logically.



Key Vocabulary	
Tier 3 Vocabulary Words	
French and Indian War, "taxation without representation," Boston Massacre, Boston Tea Party, Continental Congress, Declaration of Independence, <u>Common Sense</u> , George Washington, Thomas Jefferson, King George, Articles of the Confederation, Constitution, Bill of Rights, Legislative, Judicial, Executive, Checks and balances, Separation of Power, Federalism, Natural Rights, Great Compromise	
Tier 2 Vocabulary Words	
Democracy, balance, compromise, revolution, independence	
Stage 2: Calibrate Rigor and Design Assessment	
Evaluative Criteria for Assessment	District Provided Assessment Tasks
Objective Multiple Choice	Common Formative Assessments
RACER Rubric	Performance Task Using your understanding of the interactions of various groups in North Carolina in the 1700s, create a narrative that describes the life of a woman, American Indian, African American, or indentured servant during the Revolutionary War.
Other Evidence – Embedded Stage 3 Learning Events	
Teacher designed Teacher designed DPS 6-8 RACER & ACES + C Rubric PLC designed	Minute by Minute Assessments Speech, Debate or Socratic Seminar Text-Dependent Constructed Response Questions PLC-Created Text or Concept Specific Common Formative Assessments



Stage 3: Plan and Deliver Instruction

This instructional pacing and sequencing represents one best practice option.

<i>Professional Resources</i>		<i>Instructional Resources</i>		
Resources for Unit Concepts: Teachers to Watch:		Techbook at de.dpsnc.net		
<i>Summary of Key Learning Events, Opportunities, and Instruction</i>				
	<i># of Days</i>	<i>Focus of Lesson</i>	<i>Standard(s)</i>	<i>Support</i>
1	5	Introduction to historical thinking and Pre-Columbian America	8.C.1.1	
2	5	European exploration and colonization	8.G.1.3	
3	5	Colonial life and NC as a colony	8.H.2.1, 8.G.1.3	
4	5	Road to revolution and events of the war	8.H.2.1	
5	5	Founding documents, Constitutional Convention	8.C&G.1.1, 8.C&G.1.2	
6	5	American government, review, and assessment	8.C&G.1.1, 8.C&G.1.2	Complete Performance Task listed above