



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.H.3.1 - Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times.</p> <p>8.H.3.2 - Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States.</p> <p>8.G.1.1 - Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.</p> <p>8.E.1.1 - Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</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.6-8.4 - 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> <p>WHST.6-8.1.B - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Understand how geographical expansion may lead to conflict and/or compromise. 	
	Making Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand that...</p> <ol style="list-style-type: none"> Migration helps to shape the development of a state and nation by contributing new ideas, culture, and a workforce. Technology and innovation can lead to societal changes and economic growth. The physical and human characteristics of a place may determine whether individuals and groups can or have the desire to move to another location. Conflicts as well as their causes and implications are multifaceted. 	<ol style="list-style-type: none"> How did migration impact the development of the western United States and North Carolina? How did technology lead to economic growth during the era of westward expansion? How do the geographic characteristics of a place impact people's decisions to move? How did the westward expansion of the U.S. create conflict?
Acquisition		
KNOWLEDGE	SKILLS	
<p>Students will know...</p> <ol style="list-style-type: none"> Reasons for migration within the United States with specific emphasis on the reasons for migration to and from North Carolina. This includes both forced and voluntary migration. Changing demographics of North Carolina and the United States as a result of migration within the United States and North Carolina. Identify technological advances in United States/North Carolina history (i.e. plows, reapers, etc.). The geographic challenges/barriers to the movement of people, goods, and ideas that were specific to the United States (e.g., mountain ranges, weather, waterways). Policies, practices and laws that forced the movement of groups within the United States (i.e. Indian Removal Act). Sectional and regional perspectives on the issue of slavery. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> Demonstrate an understanding of how westward expansion in the United States led to conflict and compromise. Cite textual evidence to support analysis of primary sources. Determine the meaning of words and phrases in a primary source. Support claims with logical reasoning and relevant data that demonstrate an understanding of the topic. 	



Key Vocabulary

Tier 3 Vocabulary Words

War of 1812, Manifest Destiny, Jacksonian Democracy, Gold Rush, NC Constitution of 1835, Louisiana Purchase, Lewis and Clark, Oregon Trail, Indian Removal, Trail of Tears, Cherokee, Tecumseh, Annex of Texas, Mexican-American War, Treaty of Guadalupe Hidalgo

Tier 2 Vocabulary Words

migration, expansion, pioneer, innovation, independence

Stage 2: Calibrate Rigor and Design Assessment

Evaluative Criteria for Assessment

District Provided Assessment Tasks

Objective Multiple Choice

Common Formative Assessments

Rubric

Performance Task

Criteria	1	2	3
Addressing the prompt	The presentation does not address the goal of the performance task.	The presentation partially addresses the goal of the performance task.	The presentation addresses the goal of the performance task.
Cite Evidence (from text – primary or secondary sources)	There is no evidence to support the answer.	Examples are provided that loosely support the answer.	The requested number of examples are provided that fully support the answer.
Explain	No attempts to explain how the evidence addresses the prompt have been made.	The attempts to explain how the evidence addresses the prompt are unclear or insufficient.	The explanation of the evidence is clear and insightful.
Conventions	Many grammatical errors exist that obscure meaning.	Some grammatical errors exist, but do not obscure meaning.	No grammatical errors exist.

Goal – Create a presentation that demonstrates an understanding of how westward expansion in the United States led to conflict and compromise.
 Role – You are a member of a committee tasked with creating a presentation.
 Audience – The target audience is students in an 8th grade Social Studies class.
 Situation – The presentation must include at least four facts regarding the topic and a rationale for why the effects are significant.
 Product – Presentation (options include maps, charts, essays, reports, exhibits, etc.).

At the conclusion of the presentations, students will provide feedback for each other based on the rubric and any other criteria specified by the teacher.



Teacher designed Teacher designed DPS 6-8 RACER & ACES + C Rubric PLC designed	Other Evidence – Embedded Stage 3 Learning Events Minute by Minute Assessments Speech, Debate or Socratic Seminar Text-Dependent Constructed Response Questions PLC-Created Text or Concept Specific Common Formative Assessments
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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

Summary of Key Learning Events, Opportunities, and Instruction

	<i># of Days</i>	<i>Focus of Lesson</i>	<i>Standard(s)</i>	<i>Support</i>
1	5	NC in the New Nation, Jacksonian Democracy, and the War of 1812	8.E.1.1	
2	6	Manifest Destiny, Great Plains, Northwest, and Southwest Expansion	8.H.3.1, 8.H.3.2	
3	3	American Indian/Cherokee Removal	8.H.3.1, 8.G.1.1	
4	4	Texas and the Mexican American War	8.H.3.1, 8.G.1.1	
5	5	Growing Sectionalism	8.H.2.1	
6	2	Review and Assessment	All	Complete Performance Task listed above