



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.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.1.2 - Understand the human and physical characteristics of regions in North Carolina and the United States.</p> <p>8.C.1.2 - Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States.</p> <p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States.</p> <p>Common Core/Literacy</p> <p>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).</p> <p>RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.6-8.2 - Write informative/explanatory texts, which include the narration of historical events.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Think historically, applying concepts of continuity and change over time as well as cause and effect to craft a well-constructed and communicated historical argument. 	
	Making Meaning	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Students will understand that...</p> <ol style="list-style-type: none"> Migration and immigration 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. Geographic location contributes to the diversity of human culture. 		<ol style="list-style-type: none"> What are the societal effects of migration and immigration? How do technology and innovation lead to societal changes and economic growth? How does geographic location contribute to the diversity of human culture?
Acquisition		
KNOWLEDGE	SKILLS	
<p>Students will know...</p> <ol style="list-style-type: none"> Reasons why people immigrate to the United States. How the various innovations came to fruition as well as their impact on individuals and groups in various regions of North Carolina and the United States. How and why regions may change. Geographic regions and countries for which groups immigrated. The cultural, political, and economic impact of various immigrant groups on North Carolina and the United States. 	<p>Students will be able to...</p> <ol style="list-style-type: none"> Demonstrate an ability to think historically, applying concepts of continuity and change over time to craft a well-constructed historical argument. Identify aspects of a text that reveal an author's point of view or purpose. Integrate visual information with other information in print and digital texts. Distinguish among fact, opinion, and reasoned judgment in a text. Write informative/explanatory texts, which include the narration of historical events. 	



Key Vocabulary																							
Tier 3 Vocabulary Words Revolution, Mechanization, Urbanization, Immigration, Technology, Monopoly, Industrialization, Assimilation, Oppression, Prosperity, Ethnic																							
Tier 2 Vocabulary Words Innovation, Invention, Quota, Competition																							
Stage 2: Calibrate Rigor and Design Assessment																							
Evaluative Criteria for Assessment		District Provided Assessment Tasks																					
Objective Multiple Choice		Common Formative Assessments																					
		Performance Task (This is an optional alternative performance task for 3rd quarter)																					
<p>Rubric</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Addressing the prompt</td> <td>The presentation does not address the goal of the performance task.</td> <td>The presentation partially addresses the goal of the performance task.</td> <td>The presentation addresses the goal of the performance task.</td> </tr> <tr> <td>Cite Evidence (from text – primary or secondary sources)</td> <td>There is no evidence to support the answer.</td> <td>Examples are provided that loosely support the answer.</td> <td>The requested number of examples are provided that fully support the answer.</td> </tr> <tr> <td>Explain</td> <td>No attempts to explain how the evidence addresses the prompt have been made.</td> <td>The attempts to explain how the evidence addresses the prompt are unclear, inaccurate or insufficient.</td> <td>The explanation of the evidence is clear, accurate, and insightful.</td> </tr> <tr> <td>Conventions</td> <td>Many grammatical errors exist that obscure meaning.</td> <td>Some grammatical errors exist, but do not obscure meaning.</td> <td>No grammatical errors exist.</td> </tr> </tbody> </table>				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, inaccurate or insufficient.	The explanation of the evidence is clear, accurate, and insightful.	Conventions	Many grammatical errors exist that obscure meaning.	Some grammatical errors exist, but do not obscure meaning.	No grammatical errors exist.
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<p>Goal – After learning about the technological and cultural changes that took place in the United States during this time period, students should rank the changes in order of importance. Next, they will create presentations intended to justify their rankings and highlight what they believe to be the most significant change in the United States following Reconstruction.</p> <p>Role – You are a historian.</p> <p>Audience – The target audience is students in an 8th grade Social Studies class.</p> <p>Situation – The presentation must include at least five facts regarding its topic and a rationale for why the chosen topic is significant.</p> <p>Product – Presentation (options include electronic presentation, video, mural, essay, etc.).</p> <p>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.</p>																							



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

	# of Days	Focus of Lesson	Standard(s)	Support
1	3	Innovation and the Industrial Revolution	8.H.3.2	
2	8	Immigration and Urbanization	8.H.3.1, 8.G.1.2, 8.C.1.2	
3	3	Societal reactions to immigration/diversity	8.C.1.3	
4	5	Review and Assessment	All	Complete Performance Task listed above