



**Stage 1: Examine and Unpack Standards**

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

<p><b>UNIT STANDARDS</b></p> <p><b>Social Studies</b></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.E.1.1 - Explain how conflict, cooperation, and competition influenced periods of economic growth and decline.</p> <p>8.E.1.2 - Use economic indicators to evaluate the growth and stability of the economy of North Carolina and the United States.</p> <p>8.E.1.3 - Explain how quality of life is impacted by personal financial choices</p> <p>8.C&amp;G.1.4 - Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States.</p> <p><b>Common Core/Literacy</b></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>	<b>Transfer</b>	
	<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
	<b>Making Meaning</b>	
	<b>UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<p><b>Students will understand that...</b></p> <ol style="list-style-type: none"> <li>Conflicts as well as their causes and implications are multifaceted.</li> <li>Capitalist societies experience cyclical periods of economic prosperity and decline.</li> <li>As unemployment and inflation increase, economic growth may become stagnant, making the economy unstable.</li> <li>Unequal distribution of power may lead to inequalities in society.</li> </ol>	<ol style="list-style-type: none"> <li>How are the causes and implications of conflicts multifaceted?</li> <li>Why do capitalist societies experience cyclical periods of economic prosperity and decline?</li> <li>How do changes in unemployment and inflation impact the economy?</li> <li>How might an unequal distribution of power lead to inequalities in society?</li> </ol>
<b>Acquisition</b>		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	
<p><b>Students will know...</b></p> <ol style="list-style-type: none"> <li>The United States' role in a variety of global conflicts.</li> <li>The various times in which North Carolina and the United States has experiences periods of economic growth and decline and how people either competed for scarce resources, cooperated to achieve an end or had conflicting view points over an economic issue.</li> <li>How gross national product (GDP), inflation and unemployment are determined.</li> <li>How to devise and plan to improve quality of life for now and in the future.</li> <li>The various groups who have struggled for access to democratic rights and freedoms and why they were denied access.</li> </ol>	<p><b>Students will be able to...</b></p> <ol style="list-style-type: none"> <li>Demonstrate an ability to think historically, applying concepts of continuity and change over time to craft a well-constructed historical argument.</li> <li>Identify aspects of a text that reveal an author's point of view or purpose.</li> <li>Integrate visual information with other information in print and digital texts.</li> <li>Distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>Write informative/explanatory texts, which include the narration of historical events.</li> </ol>	
<b>Key Vocabulary</b>		
<b>Tier 3 Vocabulary Words</b>		



Consumerism, credit, stock market, mass production, mass consumption, flappers, bootlegging, speakeasy, prohibition, temperance, suffrage, communism, appeasement, Blitzkrieg, kamikaze, Holocaust, concentration camp, xenophobia, genocide

**Tier 2 Vocabulary Words**

Depression, renaissance, propaganda, neutrality

**Stage 2: Calibrate Rigor and Design Assessment**

<b>Evaluative Criteria for Assessment</b>	<b>District Provided Assessment Tasks</b>
<b>Objective Multiple Choice</b>	<b>Common Formative Assessments</b>
<b>Rubric (Content rubric in NC Write)</b>	<b>Performance Task (in conjunction with ELA)</b> Students should reflect on the causes of the Great Depression and write an essay for a financial magazine that provides their perspective on the events that led to the stock market crash. As students write their essays, they should remember to engage the reader with a hook that presents the topic and previews the argument; use an organizational structure appropriate for the audience, purpose and task; develop the topic with relevant facts, definitions, and quotes; use appropriate transitions that create cohesion; accurately use and explain precise vocabulary; use formatting, graphics and multimedia to aid comprehension; and feature an appropriate concluding statement.
	<b>Other Evidence – Embedded Stage 3 Learning Events</b>
<b>Teacher designed Teacher designed DPS 6-8 RACER &amp; ACES + C Rubric PLC designed</b>	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.

**Professional Resources**

**Instructional Resources**

Resources for Unit Concepts:  
Teachers to Watch:

de.dpsnc.net

**Summary of Key Learning Events, Opportunities, and Instruction**

	<b># of Days</b>	<b>Focus of Lesson</b>	<b>Standard(s)</b>	<b>Support</b>
1	7	Causes, events, and outcomes of World War I	8.H.2.1	
2	5	The Roaring 20's and the Harlem Renaissance	8.E.1.3, 8.C&G.1.4	
3	7	The Great Depression and the New Deal	8.E.1.1, 8.E.1.2	
4	8	The rise of dictators, the Holocaust, and World War II	8.H.2.1	
5	3	Review and Assessment	All	Complete Performance Task listed above in conjunction with ELA