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| Stage 1: Examine and Unpack Standards**These unpacked standards are *expected* in every Durham Public Schools classroom.** |
| **UNIT FOCUS STANDARDS****Social Studies** 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States8.E.1.3 Explain how quality of life is impacted by personal financial choices.8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments.8.C&G.2.2 - Analyze issues pursued through active citizen campaigns for change.8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives.**Common Core/Literacy**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.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a textWHST.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. | ***Transfer*** |
| ***Students will be able to independently use their learning to…**** 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.
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| ***Making Meaning*** |
| **UNDERSTANDINGS*****Students will understand that…***1. Current events may build upon past events; however, the circumstances surrounding the events as well as the outcomes may differ.
2. As unemployment and inflation increase, economic growth may become stagnant, making the economy unstable.
3. The quality of a nation’s productive resources is a good predictor of economic growth and stability.
4. Responsible use of credit and borrowing as well as consistency in saving and investing increases the likelihood of a higher standard of living and better quality of life in the future.
5. Differing viewpoints on the scope and power of state and national governments can lead to philosophical debates and armed conflict.
6. Maintenance of a democratic system is dependent upon the efforts and quality of participation of its citizens.
 | **ESSENTIAL QUESTIONS**1. What historical patterns have emerged throughout U.S. / N.C. history?
2. How do national and personal economic factors impact the lives of citizens?
3. What issues continue to divide our nation/ state, politically?
4. How can citizens affect change within society?
5. How do international threats affect citizens’ lives in the U.S./ N.C.?
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| ***Acquisition*** |
| **KNOWLEDGE*****Students will know…*** 1. The circumstances surrounding particular current events and issues in North Carolina, the United States and the world and how these events mirror and are shaped by past events.
2. How gross national product (GDP), inflation and unemployment are determined.
3. How to save and invest wisely to achieve future goals.
4. How to devise and plan to improve quality of life for now and in the future.
5. The various viewpoints on economic, political and social issues past and present and how differing viewpoints affect current issues.
6. The causes, circumstances surrounding and outcomes of various issues that promoted citizen action.
7. Appropriate questions to ask themselves in order to interpret various historical perspectives
8. A set of criteria for determining whether or not a source is valid.
 | **SKILLS*****Students will be able to…*** 1. Use different sources of information (both primary and secondary) from multiple perspectives to understand a particular event or issue.
2. Formulate historical questions.
3. Support interpretations with historical evidence.
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.
5. Distinguish among fact, opinion, and reasoned judgment in a text
6. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
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| **Key Vocabulary** |
| **Tier 3 Vocabulary Words**GDP, inflation, unemployment, public policy, healthcare, immigration, Iraq, Afghanistan, terrorism, 9/11 |
| **Tier 2 Vocabulary Words**Conflict, change, continuity, patterns, security, controversy  |
| **Stage 2: Calibrate Rigor and Design Assessment** |
| **Evaluative Criteria for Assessment** | **District Provided Assessment Tasks** |
| **Objective Multiple Choice** | **Common Formative Assessments** |
| **Rubric:**

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| **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. | The presentation includes evidence that loosely supports the answer. | The presentation includes evidence that fully supports 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:** To develop an informed claim on a current controversial issue in America.**Possible topics:**ObamacareImmigrationFighting TerrorismStudent debtThe “bailout”**Role:** You are a journalist working for a local or national news outlet**Audience:** Citizens who watch your news channel**Situation:** Students will conduct research on a topic of their choice and develop a claim about what action should be/ should have been taken with regard to the issue in question. In a well-argued essay or news report students will need to support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. **Product:** ArgumentativeEssay/ News report |

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| **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*** |
| **Week** | ***# of Days*** | ***Focus of Lesson*** | ***Standard(s)*** | ***Support (Optional Instructional Suggestions)*** |
| 1 | 3 | Modern U.S./ N.C. economic issues | 8.E.1.28.H.1.3 | This website has some great ideas/ lessons/links to explore the 2008 recession :<http://www.econedlink.org/lessons/index.php?lid=859&type=educator> |
| 1 | 2 | Personal finance | 8.E.1.3 | There are a number of personal finance games/ activities that can be accessed at [http://www.thirteen.org/finance/games/index.html\](http://www.thirteen.org/finance/games/index.html%5C)SAS curriculum pathways has a lesson on interest/ buying a car: <https://www.sascurriculumpathways.com/portal/Launch?id=214> |
| 2 | 3 | Terrorism, 9/11, Wars in Iraq and Afghanistan | 8.H.3.48.C&G.2.28.H.1.38.H.1.4 | A couple of helpful websites for getting different perspectives on terrorism and the wars in the middle east:<http://zinnedproject.org/materials/whose-terrorism/><http://zinnedproject.org/materials/teaching-about-the-wars/> |
| 2 | 2 | Modern Political controversies: healthcare, immigration, etc. | 8.C&G.1.38.C&G.2.28.H.1.38.H.1.4 | Some ideas from LearnNC on teaching controversial issues:<http://www.learnnc.org/lp/editions/nchist-eg/6633> |
| 3 | 5 | Review and assessment | All | Complete performance task listed above. |