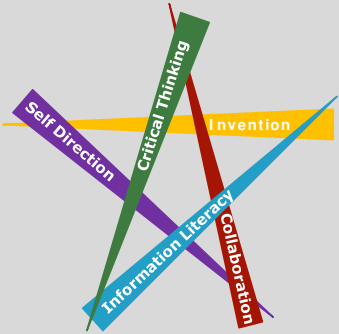


**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

Content Area	Social Studies	Grade Level	8 th Grade
Course Name/Course Code	8 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Reading & Writing Standards for Literacy
in History/Social Studies 6 - 12**

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
From Subject to Citizen	6-9 weeks	1
Finding Our Voice	6-9 weeks	2
Growing Pains	6-9 weeks	3
Reality Check-Unresolved Issues	6-9 weeks	4

**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

Unit Title	From Subject to Citizen		Length of Unit	6-9 weeks
Focusing Lens(es)	Power	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2	SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.3-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.6, CCSS.RH.6-8.8		CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.1, CCSS.WHST.6-8.4
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What circumstances encourage people to challenge power and authority? (SS09-GR.8-S.1-GLE.2) • How are our contemporary ideas of citizenship inspired by the Declaration of Independence? • Why do governments use trade and exchange to control its citizenry? • What would the United States be like if England had won the American Revolution? 			
Unit Strands	History, Geography, Economics, Civics			
Concepts	Primary and secondary sources, mercantilism, cause and effect, conflict, trade, debt, perspective, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d), democracy, mercantilism, revolution, monarchy, self-determination, civil liberties			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion (SS09-GR.8-S.1-GLE.2-EO.b,e,f) and (SS09-GR.8-S.4-GLE.1-EO.a,c; IQ.3)	How did taxation without representation lead to the colonial struggle for independence?	How do laws reflect beliefs about authority? (SS09-GR.8-S.4-GLE.2-EO.a,b) What circumstances have led to revolutions? How have some justified civil disobedience?
Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance (SS09-GR.8-S.1-GLE.2-EO.a,e) and (SS09-GR.8-S.4-GLE.1-EO.a,d)	How did British colonists react to the enforcement of England's policies? (SS09-GR.8-S.4-GLE.1-EO.a) What role did England's debt from the French and Indian War play in taxing the colonists? (SS09-GR.8-S.3-GLE.2-EO.a)*	How can a governmental policy be seen as oppressive by some and not by others? (SS09-GR.8-S.1-GLE.2-EO.a)
The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1) and (SS09-GR.8-S.3-GLE.1-EO.a,d; IQ.2)	From the American Revolution through Reconstruction, what traditions and institutions created stability in the United States? Which led to instability?	How have differing perspectives regarding resource and land use led to cooperative policies or conflicts? (SS09-GR.8-S.1-GLE.1-EO.a) and (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1)

**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war (SSO9-GR.8-S.4-GLE.1-EO.a,b,f)	How did the 13 th Amendment protect civil liberties? Why didn't the 13 th Amendment resolve conflicts over civil liberties in the US?	How can the tension between societal needs and individual liberties be addressed?
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The ideas that are critical to understanding representative democracy, monarchy, and federalism (SSO9-GR.8-S.1-GLE.2-EO.f) <ul style="list-style-type: none"> ○ Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3) • The patterns and networks of economic interdependence in colonial America (SSO9-GR.8-S.2-GLE.1-EO.c) <ul style="list-style-type: none"> ○ Recognize the patterns and networks of economic interdependence (DOK 1-2) • How the establishment of human settlement patterns is determined by the physical attributes of the land (SSO9-GR.8-S.2-GLE.1-EO.d; IQ.1,2) <ul style="list-style-type: none"> ○ Explain the establishment of human settlements in relationship to physical attributes and important regional connections (DOK 1-2) ? How has human settlement influenced changes in physical systems and culture? ? How can geographic tools help explore patterns in human and physical systems? • The Northern colonies had a comparative advantage (textiles) and the Southern colonies had an absolute advantage (tobacco) (SSO9-GR.8-S.3-GLE.1-EO.b) <ul style="list-style-type: none"> ○ Describe the factors that lead to a nation having a comparative and absolute advantage in trade (DOK 1) 	<ul style="list-style-type: none"> • Evaluate to what degree economic policies are driven by political events • Discern various types of law (DOK 1-2) • Determine the central ideas of a primary/secondary source (SSO9-GR.8-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4) • Provide an accurate summary of a primary/secondary source, distinct from prior knowledge or opinions using evidence from the text (SSO9-GR.8-S.1-GLE.1-EO.d) <ul style="list-style-type: none"> ○ Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3) • Recognize how regional perspectives effect cooperation and conflict (SSO9-GR.8-S.2-GLE.2-IQ.3) <ul style="list-style-type: none"> ○ How have people and the environment interacted to produce changes over time? • Write an argument to support a claim that organizes reasons and evidence logically (SSO9-GR.8-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4) • Critique propaganda as a tool of influence (SSO9-GR.8-S.1-GLE.1-EO.c) <ul style="list-style-type: none"> • Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3) • Analyze, compare, and describe the components of credit and credit history (SSO9-GR.8-S.3-GLE.2-EO.b,c,d) <ul style="list-style-type: none"> ○ Analyze benefits and costs of credit and debt (DOK 1-2) ○ Compare sources of credit (DOK 1-2) ○ Describe the components of a credit history (DOK 1) • Provide textual evidence to support an analysis of historical primary and/or secondary sources. (CCSS RH 6-8 1) PARCC

Rangely RE-4 Curriculum Development
8th Grade Social Studies

<ul style="list-style-type: none">• England’s restrictive policies regarding trade, quotas, and tariffs as a way to control the colonies (SSO9-GR.8-S.3-GLE.1-EO.d)<ul style="list-style-type: none">○ Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)• The origins, outcomes, and significance of the American Revolution and the War of 1812 (SSO9-GR.8-S.1-GLE.2-EO.e)<ul style="list-style-type: none">○ Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)	<ul style="list-style-type: none">• Determine the central ideas or information of a primary or secondary source. (CCSS RH 6-8 2) PARCC• Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good.• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCSS RH 6-8 4)• 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.) (CCSS RH 6-8 6) PARCC• Provide distinctions made among fact, opinion and reasoned judgment in a text. (CCSS RH 6-8 8) PARCC• Write arguments to support claims with clear reasons and relevant evidence. (CCSS W 6-8 1 a-e) PARCC<ul style="list-style-type: none">✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.✓ Establish and maintain a formal style.✓ Provide a concluding statement or section that follows from and supports the argument presented.• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W 6-8 4) PARCC
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**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The causes and effects of taxation without representation led to a shift of power that established a different interpretation of citizenship.</i></p>
<p>Academic Vocabulary:</p>	<p>Cause and effect, multiple perspectives, inquiry</p>
<p>Technical Vocabulary:</p>	<p>Democracy, mercantilism, revolution, quota, tariff, economic interdependence, comparative and absolute advantage, monarchy, self-determination, civil liberties, primary and secondary sources, trade, debt, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d)</p>

PARCC Evidences: Written Expression

Development of Ideas

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

Organization

The student response demonstrates purposeful coherence, clarity, and cohesion⁵ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone⁶, and/or domain-specific vocabulary.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

Unit Title	Finding Our Voice		Length of Unit	6-9 weeks
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.3, CCSS.RH.6-8.4, CCSS.RH.6-8.8	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.1, CCSS.WHST.6-8.4	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Which is more important for an enduring nation: individual rights or the common good? (SS09-GR.8-S.4-GLE.2-EO.g) How has the United States balanced individual rights and the common good? 			
Unit Strands	History, Civics			
Concepts	Freedom, rule of law, rights, responsibility, common good, ideals, identity, self-determination, compromise, systems, democracy, power, beliefs, federalism, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, democracy			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The establishment of and beliefs about the common good, and an individual's rights, roles, and responsibilities, influences the development of a national identity (SS09-GR.8-S.4-GLE.1-EO.a,b) and (SS09-GR.8-S.4-GLE.2-EO.g)	How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?	What sustains a national identity?
Ongoing tensions and struggles between individual rights and the common good can redefine a nation's identity (SS09-GR.8-S.4-GLE.1-EO.b,e) and (SS09-GR.8-S.4-GLE.2-EO.e; IQ.1)	How did the Founding Fathers compromise on the democratic principles of individual rights and the common good? How has the common good changed over time?	When do the rights of the individual trump the common good and vice-versa? What is the proper balance between the rights and responsibilities of the citizen and the common good?
The principles, institutions, and systems of a government reflect beliefs about power and authority (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d)	How does the Constitution reflect the beliefs of the Framers in regards to power and authority of the national government? In what ways does the structure of the U.S. government divide power? How does the Constitution establish the power and authority by/for the citizens of the United States?	How does a government reflect beliefs about power and authority?
The struggle between individual rights, states' rights, and	How did the arguments of the Federalists reflect their	How should nations balance individual rights, states'

**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

<p>the powers of the federal government provides a constant tension in national political culture (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d,e)</p>	<p>beliefs about natural rights and republicanism? (SS09-GR.8-S.4-GLE.1-EO.c,e) How is the common good preserved in the Constitution? How does judicial review act as a “check” on Congressional powers? (SS09-GR.8-S.4-GLE.2-EO.f)</p>	<p>rights and federal authority?</p>
<p>Maintenance of the common good oftentimes requires a balance of individual freedoms and public demands (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.g; IQ.1)</p>	<p>What individual freedoms were established by the Bill of Rights? How did the Bill of Rights reflect a compromise by the Founding Fathers?</p>	<p>Under what circumstances may individual rights be compromised?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The conflicts and compromises of the Federal Convention of 1787 (SS09-GR.8-S.1-GLE.2-EO.a,b) <ul style="list-style-type: none"> ○ Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2) ○ Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3) • The origins, purpose, and roles and responsibilities of the three branches of government (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.4-GLE.2-EO.d) <ul style="list-style-type: none"> ○ Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3) ○ Explain the role and importance of the Constitution (DOK 1-2) 	<ul style="list-style-type: none"> • Analyze primary sources for point of view, bias, audience, etc (e.g. Federalist Papers, Constitution) (SS09-GR.8-S.1-GLE.1-EO.c) <ul style="list-style-type: none"> ○ Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3) • Analyze the role, rights, and responsibilities of a citizen • Evaluate the perspectives of different political parties and why they were created (SS09-GR.8-S.1-GLE.1-EO.b) <ul style="list-style-type: none"> ○ Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3) • Construct a historical argument about national versus states rights (SS09-GR.8-S.1-GLE.1-EO.d) <ul style="list-style-type: none"> ○ Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3) • Provide textual evidence to support an analysis of historical primary and/or secondary sources. (CCSS RH 6-8 1) PARCC • Determine the central ideas or information of a primary or secondary source. (CCSS RH 6-8 2) PARCC

Rangely RE-4 Curriculum Development
8th Grade Social Studies

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| <ul style="list-style-type: none"> • The separation of powers is evident in the Constitution through the limits to federal power and the powers given to the states (SS09-GR.8-S.4-GLE.1-EO.e) <ul style="list-style-type: none"> ○ Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3) • Judicial review is reflected in the United States in the form of a constitutional government (SS09-GR.8-S.4-GLE.2-EO.f) <ul style="list-style-type: none"> ○ Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government (DOK 1-2) • The origins of and rights listed in the Bill of Rights (SS09-GR.8-S.4-GLE.1-EO.e) <ul style="list-style-type: none"> ○ Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3) • Federalism as a key idea underpinning the national government (SS09-GR.8-S.1-GLE.2-EO.f) • Representative government a key idea underpinning the United States government (SS09-GR.8-S.1-GLE.2-EO.f) • The failures and significance of the Articles of Confederation (SS09-GR.8-S.1-GLE.2-EO.f) <ul style="list-style-type: none"> ○ Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3) • Each branch of government retains checks and balances over the others (SS09-GR.8-S.4-GLE.2-EO.d) <ul style="list-style-type: none"> ○ Explain the role and importance of the Constitution (DOK 1-2) • The strengths and weaknesses of the rule of law (SS09-GR.8-S.4-GLE.2-EO.b) <ul style="list-style-type: none"> ○ Evaluate the strengths and weaknesses of rule of law (DOK 1-2) • The United States government gives the power to tax and issue tariffs to Congress (SS09-GR.8-S.4-GLE.2-EO.d) <ul style="list-style-type: none"> ○ Explain the role and importance of the Constitution (DOK 1-2) | <ul style="list-style-type: none"> • Provide an identification of key steps in a txt’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered) . (CCSS RH 6-8 3) PARCC • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCSS RH 6-8 4) • 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.) (CCSS RH 6-8 6) PARCC • Provide distinctions made among fact, opinion and reasoned judgment in a text. (CCSS RH 6-8 8) PARCC • Write arguments to support claims with clear reasons and relevant evidence. (CCSS W 6-8 1 a-e) PARCC <ul style="list-style-type: none"> ✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ✓ Establish and maintain a formal style. ✓ Provide a concluding statement or section that follows from and supports the argument presented. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W 6-8 4) PARCC • Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS W 6-8 7) PARCC • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. . (CCSS W 6-8 8) PARCC |
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**Rangely RE-4 Curriculum Development
8th Grade Social Studies**

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As a democratic system of government emerges, laws are created to promote self-determination.</i></p>
<p>Academic Vocabulary:</p>	<p>Responsibility, law, evaluate, analyze, precedent, power, compromise</p>
<p>Technical Vocabulary:</p>	<p>Judicial review, self-determination, national identity, federalism, political parties, democracy, Bill of Rights, states’ rights, constitutionalism, common good, separation of powers, freedom, rule of law, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, ideals, identity, rights, responsibility</p>

PARCC Evidences: Written Expression

Development of Ideas

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

Organization

The student response demonstrates purposeful coherence, clarity, and cohesion⁵ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone⁶, and/or domain-specific vocabulary.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

Rangely RE-4 Curriculum Development
8th Grade Social Studies

Unit Title	Growing Pains		Length of Unit	6-9 weeks
Focusing Lens(es)	Movement	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2 SS09-GR.8-S.3-GLE.1	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.8	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.2, CCSS.WHST.6-8.4, CCSS.WHST.6-8.6, CCSS.WHST.6-8.9	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How did the westward movement of people and resources exacerbate the growing pains of our nation? • How would human settlement patterns be different if people did not trade? (SS09-GR.8-S.2-GLE.1-EO.d; IQ.4) • What are the benefits and challenges of trade at the international, national, state levels? (SS09-GR.8-S.3-GLE.1-IQ.3) 			
Unit Strands	History, Geography, Economics			
Concepts	Conflict, cooperation, trade, settlement, interdependence, policy, expansion, region(al), resources, perspectives, diffusion, ideals, movement, allocation, sectionalism, economic interdependence, commerce, spatial distribution, abolition, scarcity			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources (SS09-GR.8-S.2-GLE.1-EO.d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.a)	Why did the idea of Manifest Destiny lead to conflict? How did the beliefs about resource ownership and usage shape the idea of Manifest Destiny?	Under what circumstances do demographic shifts disrupt traditional or prevailing beliefs about human and environmental interactions?
Successful settlement of varying regions necessitates interdependence and trade (SS09-GR.8-S.2-GLE.1-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a)	How did transportation systems such as canals and railroads simultaneously connect regions and increase tensions? How did a lack of interdependence among regions lead to sectionalism in the United States?	How do human settlement patterns encourage interdependence among regions?
The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.2-GLE.2-EO.c)	What ideals were shared by the women’s movement and the abolition movement? How did tensions over slavery increase conflict across the country?	Why do some ideas move between cultures and others are bound in time and place?
Differing perspectives on movement into land occupied	How did different groups of people view the benefits	How have differing perspectives regarding resource and

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by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage (SS09-GR.8-S.1-GLE.1-EO.a,b; IQ.5) and (SS09-GR.8-S.2-GLE.2-EO.c)	and drawbacks of human settlement in the west?	land ownership/usage led to conflict and/or compromise? (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3)
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Rationale and patterns of settlement in the West (SS09-GR.8-S.2-GLE.1-EO.d; IQ.1) and (SS09-GR.8-S.2-GLE.2-IQ.4) <ul style="list-style-type: none"> ○ How would human settlement patterns be different if people did not trade resources with others? • Westward exploration and settlement was motivated by a variety of factors • Examples of conflict and compromise (e.g., Louisiana Purchase, Mexican War, Trail of Tears, compromises over slavery, Oregon Territory, Gadsden Purchase, annexation of Texas (SS09-GR.8-S.1-GLE.2-EO.a) and (SS09-GR.8-S.2-GLE.2-EO.a) <ul style="list-style-type: none"> ○ Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2) ○ Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3) • Interdependency of regions based on development of trade and transportation (domestic and international) (SS09-GR.8-S.2-GLE.1-EO.c) <ul style="list-style-type: none"> ○ Recognize the patterns and networks of economic interdependence (DOK 1-2) • Lack of interdependency among the northern, southern, and western regions of the United States led to sectionalism (SS09-GR.8-S.2-GLE.2-EO.a) <ul style="list-style-type: none"> ○ Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3) 	<ul style="list-style-type: none"> • Interpret geographic perspectives on settlement in the West • Describe the nature and spatial distribution of cultural patterns <ul style="list-style-type: none"> ○ Compare how differing geographic perspectives apply to a historic issue (DOK 1-2) ○ Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty (DOK 1-2) • Analyze ideas that are critical to reform movements (SS09-GR.8-S.1-GLE.2-EO.f) <ul style="list-style-type: none"> ○ Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3) • Calculate and analyze population trends during westward expansion (SS09-GR.8-S.2-GLE.1-EO.e) <ul style="list-style-type: none"> ○ Calculate and analyze population trends (DOK 2-3) • Analyze evidence from multiple sources, including conflicting accounts, of the benefits and drawbacks of westward expansion (SS09-GR.8-S.1-GLE.1-EO.b) <ul style="list-style-type: none"> ○ Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3) • Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (SS09-GR.8-S.1-GLE.2-EO.C) (DOK 1-2) • Provide textual evidence to support an analysis of historical primary and/or secondary sources. (CCSS RH 6-8 1) PARCC • Determine the central ideas or information of a primary or secondary source. (CCSS RH 6-8 2) PARCC • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCSS RH 6-8 4) • Provide distinctions made among fact, opinion and reasoned judgment in a text. (CCSS RH 6-8 8) PARCC

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| <ul style="list-style-type: none">• Give examples of international differences in resources, productivity, and prices that provide a basis for international trade. (DOK 1-2)• Regional, national, and global trade and transportation systems fostered growing economic interdependence which made traditional commerce obsolete (SS09-GR.8-S.2-GLE.1-EO.c)<ul style="list-style-type: none">○ Recognize the patterns and networks of economic interdependence (DOK 1-2) | <ul style="list-style-type: none">• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS W 6-8 2 a-f) PARCC<ul style="list-style-type: none">✓ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.✓ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.✓ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.✓ Use precise language and domain-specific vocabulary to inform about or explain the topic.✓ Establish and maintain a formal style.✓ Provide a concluding statement or section that follows from and supports the information or explanation presented.• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W 6-8 4) PARCC• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS W 6-8 6) PARCC• Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS W 6-8 9 a,b) PARCC<ul style="list-style-type: none">✓ Apply grade 8 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).✓ Apply grade 8 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). |
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The movement of people and diffusion of ideas led to the establishment of regional identities.</i></p>
<p>Academic Vocabulary:</p>	<p>Trends, distribution, patterns, connections, expansion, policy, cooperation, conflict, settlement, interdependence, resources, perspectives, region(al)</p>
<p>Technical Vocabulary:</p>	<p>Domestic, international, abolition, temperance, suffrage, reform movement, Manifest Destiny, cultural diffusion, allocation, scarce resources, sectionalism, patterns of settlement, Louisiana Purchase, Mexican War, Trail of Tears, Oregon Territory, Gadsden Purchase, annexation of Texas, economic interdependence, commerce, spatial distribution, abolition</p>

PARCC Evidences: Written Expression

Development of Ideas

The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

Organization

The student response demonstrates purposeful coherence, clarity, and cohesion⁵ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

Clarity of Language

The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone⁶, and/or domain-specific vocabulary.

Knowledge of Language and Conventions

The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

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Unit Title	Reality Check-Unresolved Issues		Length of Unit	6-9 weeks
Focusing Lens(es)	Transformation	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2	SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.5, CCSS.RH.6-8.8, CCSS.RH.6-8.9	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.2, CCSS.WHST.6-8.5, CCSS.WHST.6-8.7, CCSS.WHST.6-8.8	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> To what extent was the Civil War an extension of the American Revolution? How do groups of people demand equal opportunity and freedom? How have various people throughout U.S. History promoted change in the face of oppression? Is the struggle for personal rights ever over? 			
Unit Strands	History, Economics, Geography, Civics			
Concepts	Perspective, human rights, trade, oppression, abolition, sectionalism, federalism, state's rights, human rights			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Different perspectives that challenge prevailing traditions can create conflict and bring about societal change (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3) and (SS09-GR.8-S.1-GLE.2-EO.a,b)	What examples of dominant/prevaling cultural, social, and economic traditions characterized life in antebellum North and South, and the West? Which differing perspectives created conflict among the North, the South, and the West?	How are traditions reflective of beliefs and ideals?
Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally (SS09-GR.8-S.2-GLE.1-EO.c,d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.c)	How did the geography of the North and South effect the economic development of both societies? (SS09-GR.8-S.2-GLE.2-EO.b) How did the geography and economic development of both the North and South lead to social oppression in the South? How was the Union able to prevent the Confederacy from obtaining the aid of the British during the Civil War?	How does geography impact the economic prosperity and social values of a region?

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<p>People’s geographic location can influence their perspective on economic, social, and cultural issues (SS09-GR.8-S.1-GLE.2-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a)</p>	<p>Which individuals and events challenged the status quo in the North and South, and toward what end? How did a person’s geographic location influence their perspective on slavery and abolition? (SS09-GR.8-S.1-GLE.2-EO.f) How did the concept of popular sovereignty influence people’s perspective on federal territorial lands in the mid-1800’s? (SS09-GR.8-S.1-GLE.2-EO.f)</p>	<p>How do sectionalism and regionalism impact perspective?</p>
<p>Constitutional challenges and/or changes arise as a result of differing definitions of human rights (SS09-GR.8-S.4-GLE.1-EO.a) and (SS09-GR.8-S.4-GLE.2-EO.d; IQ.2)</p>	<p>What changes were made to the U.S. Constitution in the 19th century that reflected the changing views of “human property” and human rights?</p>	<p>How do continuity and change maintain a free and democratic society as reflected in governmental policy? (SS09-GR.8-S.4-GLE.1-EO.d; RA.1)</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Tariffs and trade restrictions impacted regions within the United States differently (SS09-GR.8-S.3-GLE.1-EO.c) <ul style="list-style-type: none"> ○ Explain effects of domestic policies on international trade (DOK 1-2) • The origins and effects of political compromises such as the Missouri Compromise, 3/5 Compromise, Dred Scott decision, and the Kansas-Nebraska Act (SS09-GR.8-S.1-GLE.2-EO.b) <ul style="list-style-type: none"> ○ Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3) • The various geographic perspectives that led to sectionalism (SS09-GR.8-S.2-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3) 	<ul style="list-style-type: none"> • Interpret maps and geographic tools (SS09-GR.8-S.2-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3) • Use and interpret documents from multiple perspectives (SS09-GR.8-S.1-GLE.1-EO.a) <ul style="list-style-type: none"> ○ Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4) • Compare different geographic perspectives (SS09-GR.8-S.2-GLE.1-EO.b) <ul style="list-style-type: none"> ○ Describe the nature and spatial distribution of cultural patterns (DOK 1-2) • Evaluate the rights of different groups of people (SS09-GR.8-S.1-GLE.2-EO.d) <ul style="list-style-type: none"> ○ Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)

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| <ul style="list-style-type: none">• The enduring policies of Reconstruction which led to Constitutional changes such as the 13th, 14th and 15th Amendments (SS09-GR.8-S.1-GLE.2-EO.a,f)<ul style="list-style-type: none">○ Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2)○ Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3)• The origins, outcomes, and significance of the Civil War (SS09-GR.8-S.1-GLE.2-EO.a)<ul style="list-style-type: none">○ Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2)• The significance of the economics of slavery in precipitating the Civil War | <ul style="list-style-type: none">• Explain the cause and effect of the role of economic resources on political decisions (SS09-GR.8-S.3-GLE.1-EO.d)<ul style="list-style-type: none">○ Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)• Evaluate people, events, and ideas through historical context to gain insight into continuity and change over time• Provide textual evidence to support an analysis of historical primary and/or secondary sources. (CCSS RH 6-8 1) PARCC• Determine the central ideas or information of a primary or secondary source. (CCSS RH 6-8 2) PARCC• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCSS RH 6-8 4) PARCC• Describe how a text presents information (e.g., sequentially, comparatively, causally). (CCSS RH 6-8 5) PARCC• Provide distinctions made among fact, opinion and reasoned judgment in a text. (CCSS RH 6-8 8) PARCC• Analyze the relationship between a primary and secondary source on the same topic. (CCSS RH 6-8 9) PARCC<ul style="list-style-type: none">✓ Write arguments to support claims with clear reasons and relevant evidence. (CCSS W 6-8 2 a-f) PARCC✓ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.✓ Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.✓ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.✓ Establish and maintain a formal style.✓ Provide a concluding statement or section that follows from and supports the argument presented.• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7) (CCSS W 6-8 5) PARCC |
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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Popular sovereignty led to debate over federal versus states’ rights and eventually the South’s secession from the Union.</i></p>
<p>Academic Vocabulary:</p>	<p>Perspectives, conflict, preservation, rights, sources, analyze, interpret, trade</p>
<p>Technical Vocabulary:</p>	<p>Popular sovereignty, abolition, Confederate, Confederacy, Reconstruction, Union, slavery, sectionalism, secede, federalism, state’s rights, amendment, Constitution, Radical Republican, human rights, oppression, antebellum North and South, the 13th, 14th and 15th Amendments, intra-national, regionalism, trade</p>

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The student response demonstrates purposeful coherence, clarity, and cohesion⁵ and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.

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