



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Essential Standards: Eighth Grade Social Studies • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

History

Essential Standard:

8. H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.

Concept(s): Historical Thinking, Historical Narratives, Historical Inquiry, Historical Context

Clarifying Objectives

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

Unpacking

What does this standard mean a student will know, understand and be able to do?

The student will understand:

- Historical events or issues can be understood through the use of data from various sources.

The student will know:

- Examples of how charts, graphs, and historical narratives can be used to explain historical events.
- Various tools used to construct charts and graphs.
- The process of creating a historical narrative.

The student will be able to:

- Create charts, graphs, and historical narratives to explain events or issues.

For example: Create a timeline depicting events [leading to the American Revolutionary War](#), [during the Revolution](#), and [following the Revolution](#) in order to explain its causes and effects.

Key Terminology:

- **Historical narrative** is an account, report or story of events or experiences that is based on factual evidence from the past.

Resources:

- National Center for History in the Schools (UCLA) – Historical Comprehension: <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical->

	<p>comprehension/?searchterm=historical%20narrative</p> <ul style="list-style-type: none"> Teaching History.org: “<i>Stories in History: Is Narrative an American Approach</i>” http://teachinghistory.org/issues-and-research/research-brief/23631
<p>8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> Understanding the literal meaning of a historical document encourages more accurate conclusions about historical issues and events. <p>The student will know:</p> <ul style="list-style-type: none"> Examples of historical documents and their associated events or issues. The different types of information primary sources can provide (i.e., photographs may present information related to culture, ledgers may present information related to economics, and maps may present information related to geography). <p>The student will be able to:</p> <ul style="list-style-type: none"> Abstract a general theme or point of a historical document by articulating its word for word meaning. <p>For example: Summarize the literal and contextual meaning of this quote from The Declaration of Independence – “all men are created equal.”</p> <p>Key Terminology:</p> <ul style="list-style-type: none"> Literal meaning refers to the meaning of a passage, text, etc. as its author intended and what the original hearers/readers would have understood. <p>Resources:</p> <ul style="list-style-type: none"> National Center for History in the Schools (UCLA) – Historical Thinking Standard 2: http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinking-standards/2.-historical-comprehension#section-0 <p><i>Note: Reconstructing the literal meaning of a historical passage requires one to identify certain contextual information (i.e. who was involved, what happened, where it happened, what events led to</i></p>

	<p><i>these developments, and what consequences or outcomes followed). Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document. Additionally, students will be able to see if that literal meaning stood the test of time.</i></p>
<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Interpreting multiple historical perspectives is necessary to understanding the past. • The credibility of historical sources must be examined in order to ensure accuracy and appropriateness. <p>The student will know:</p> <ul style="list-style-type: none"> • The difference between a primary and a secondary source. • How to differentiate between the value of primary and secondary sources. • Examples of primary and secondary sources. • Where to find credible sources of information. • Appropriate questions to ask in order to interpret various historical perspectives. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Use different sources of information (both primary and secondary) from multiple perspectives (e.g., race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand and interpret a particular event or issue. • Analyze various primary source documents. <p>For example: Read a textbook account and primary source documents from multiple perspectives about the Vietnam War (letters from soldiers, U.S. Presidents speeches, oral histories from the North and South Vietnamese).</p>

Key Terminology:

- **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. (Yale University, see resource link below) Examples include: photographs, letters, diaries, artifacts, music and songs, broadsides, poetry, charts/graphs, census records & other governmental documents, audio recordings, architectural landmarks, etc.
- **Secondary sources** provide interpretations of primary sources. Examples include: text books, magazine and journal articles,
- **Historical perspective** the ability to describe the past from the point of view of those who lived during the particular time period under study.

Resources:

- Primary Sources at Yale University:
http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Primary Source: Educating for Global Understanding: <http://www.primarysource.org/what-is-a-primary-source>
- Distinguish Between Primary and Secondary Sources:
<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>
- Using Primary Sources – Library of Congress:
<http://www.loc.gov/teachers/usingprimarysources/>
- National Center for History in the Schools (UCLA) – Historical Comprehension:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20perspective>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century:
<http://historicalthinking.ca/concept/historical-perspectives>

Note: Acquiring a historical perspective requires one to (a) study primary sources of the time period under study including literature, diaries, letters, debates, arts, artifacts, etc.; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that

	<p><i>time and place; and (c) avoid "present-mindedness," judging the past solely in terms of present-day norms and values. (See the National Center for History in the Schools UCLA site listed in the references above).</i></p>
<p>8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Historical inquiry is a key component to understanding the past. • The credibility of historical sources must be examined in order to ensure accuracy and appropriateness. <p>The student will know:</p> <ul style="list-style-type: none"> • Historical inquiry is the research or investigation of past events. • Historical inquiry seeks to answer the provocative questions. • Where to find credible sources of information. • A set of criteria for determining whether or not a source is valid. • Appropriate questions to ask in order to interpret various historical perspectives. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Use a set of criteria to gauge the value of a source. • Formulate historical provocative and conceptual questions. • Gather data from a variety of sources (both primary and secondary). • Interpret data in a historical context. • Support interpretations with historical evidence. • Assess interpretations of history and determine how valuable each interpretation is to the reader.

- Determine bias and perspective in a historical source.

Key Terminology:

- **Historical inquiry** is a cyclical process of historical thinking that begins with the asking of one or more guiding historical questions. The answers to these questions are explored by locating and analyzing primary and secondary historical sources. This historical evidence is, in turn, used to construct historical narratives/interpretations about the past that seek to provide answers to the guiding historical questions. The process begins again because these interpretations often lead to the development of other historical questions that need to be explored.
- **Historical thinking** is a complex set of processes that historians use in order to analyze events in the past. These processes include the reading, analysis, and writing that is necessary to develop an accurate understanding of historical events and situations so that historians can construct narratives that are as accurate as possible. Engaging in this complex process is known as historical inquiry. Components of historical thinking:
 - Multiple Accounts & Perspectives
 - Analysis of Primary Documents: What was the sources origin?
 - Understanding Historical Context
 - Historical arguments and stories that are backed by evidence.
- **Historical evidence** is a primary artifact used to support a historical point of view or perspective.

Resources:

- Teaching History.org: “*What is Historical Thinking*” <http://teachinghistory.org/nhec-blog/24434>
- Video: “Why Historical Thinking Matters” <http://historicalthinkingmatters.org/why.html>
- Historical Inquiry: <http://www.historicalinquiry.com/inquiry/index.cfm>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century: <http://historicalthinking.ca/>

	<ul style="list-style-type: none"> • Teaching History.org: “<i>What is an Inquiry Lesson?</i>” http://teachinghistory.org/teaching-materials/teaching-guides/24123 • Teaching History.org: “<i>Uncoverage’ in History Survey Courses?</i>” http://teachinghistory.org/issues-and-research/research-brief/23476 • History Matters: The U.S. Survey Course on the Web – “<i>Making Sense of Evidence</i>” http://historymatters.gmu.edu/browse/makesense/
<p>8.H.1.5 Analyze the relationship between historical context and decision-making.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Decisions that shape the course of history are influenced by the era in which they are made. • Social norms and expectations vary from generation to generation and need to be taken into account when studying history. <p>The student will know:</p> <ul style="list-style-type: none"> • How to determine a time period’s historical context. • Examples of how historical context impacts decisions about historical events. (e.g., dropping the atomic bomb, Emancipation Proclamation, the declaration of WWI) <p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify issues and problems in a particular time and analyze the interests, values, perspectives, and points of view of those involved in the situation in order to establish context. • Provide evidence from past events and circumstances that may have been contributing factors to contemporary problems and alternative courses of action. • Evaluate alternative courses of action, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each. • Formulate a position or course of action on an issue by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible

solution from a choice of carefully evaluated options.

- Evaluate the implementation of a decision by analyzing the interests it served through
 - estimating the position, power, and priority of each player involved.
 - assessing the ethical dimensions of the decision.
 - evaluating its costs and benefits from a variety of perspectives.

Key Terminology:

- **Historical context** is the “setting” for events or the conditions in which the events occurred. Refers to the moods, attitudes, and conditions that existed in a certain time period.

Resources:

- National Center for History in the Schools (UCLA) – Issues:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/5.-historical-issues>

Note: An understanding of context is vitally important to history because it adds relevancy to an event or artifact under analysis.

Essential Standard:**8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.****Concept(s): Conflict, Compromise, Negotiation, Leadership, Civic Action, Debate, Cooperation, Regions****Clarifying Objectives****Unpacking**

What does this standard mean a student will know, understand and be able to do?

8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights, and citizenship and immigration policies) on the development of North Carolina and the United States.

The student will understand:

- Conflict most often results in societal change.
- Conflict and compromise often vary based on economic, political, social, and military goals.
- The implications of national and global conflicts may vary for all stakeholders involved.

The student will know:

- North Carolina's role in selected local, state, national, and global conflicts.
- The role and implications of the United States' involvement in or isolation from global conflicts and the reasons for involvement or isolation.

For example: Understand the impact [the Great Depression had on various groups within North Carolina](#) and the [United States](#).

For example: The impact [Jim Crow laws](#) had on various populations and regions such as segregated housing and access to resources, and the demographic make-up of towns, cities, states and regions due to migration patterns.

Note: The study of conflicts is not limited to military conflicts, but should include conflicting ideas that stem from economic, political, and social ideologies.

8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the

The student will understand:

- Leadership and citizen actions can drive the outcome of conflicts.

<p>Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.</p>	<ul style="list-style-type: none"> • Citizen action is sometimes contrary to established laws and the ideas of leadership. • Citizens play a key role in the governance of democratic societies. <p>The student will know:</p> <ul style="list-style-type: none"> • Various types of leadership (e.g., proprietors, governors, presidents and other heads of state, legislators and other government officials, business and community leaders, citizens). • How different types of citizen action influenced the outcome of conflicts (e.g., boycott, protest, letter writing). • The ways in which leaders may have influenced the outcome of conflicts (both positively and negatively) through actions and decision-making such as negotiation, compromise, and deal making. • Examples of leadership and citizen action in North Carolina as compared to the United States (e.g., the Greensboro Four as compared to the national leaders of CORE
<p>8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Democracies depend on debate, compromise, and negotiations to maintain their effectiveness. <p>The student will know:</p> <ul style="list-style-type: none"> • Examples of historical and contemporary economic, political, and cultural debates that have taken place in North Carolina and the United States. <p>For example: Presidential debates, the debates over slavery, the debates in the North Carolina General Assembly and the United States Congress regarding the budget and immigration laws, economic debates over the benefits of New Deal programs, cultural debates over fashion changes in various years (1920’s/1950’s) or civil rights debates over the Greensboro sit-ins.</p> <ul style="list-style-type: none"> • Various compromises that have taken place in North Carolina and the United States. <p>For example: United States Constitutional compromises such as the Great Compromise, the Three-Fifths Compromise, the Missouri Compromise, the Compromise of 1877</p>

	<ul style="list-style-type: none"> • Various instances of negotiation that have taken place in North Carolina and the United States. <p>For example: The negotiations in North Carolina that led to the state’s support of the United States Constitution.</p>
<p>Essential Standard: 8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.</p> <p>Concept(s): Change, Individuals, Migration, Technology, Innovation, Continuity</p>	
<p>Clarifying Objectives</p>	<p>Unpacking What does this standard mean a student will know, understand and be able to do?</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 (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Migration and immigration help to shape the development of a state and nation by contributing new ideas, culture and a workforce. • Migration and immigration patterns are often determined by environmental, economic, and societal changes. <p>The student will know:</p> <ul style="list-style-type: none"> • Reasons why people immigrate (both forced and voluntary) to the United States. • Reasons for migration (both forced and voluntary) within the United States and to and from North Carolina. • Changing demographics of North Carolina and the United States as a result of immigration to the United States and migration within the United States and North Carolina.

<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 (e.g. advancements in transportation, communication networks and business practices).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Technology encompasses many different types of innovation. • Technology and innovation can lead to societal changes and economic growth, and potentially impact groups differently. <p>The student will know:</p> <ul style="list-style-type: none"> • Examples of technological advances in United States and North Carolina history (e.g., cotton gin, Intracoastal Waterway, railroads, Wright Brothers' airplane, Research Triangle Park, Dismal Swamp Canal, computers and the Internet). • How various innovations evolved and their impact, both positive and negative, on individuals and groups in regions of North Carolina and the United States. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Innovation refers to the creation and implementation of new ideas, methods or devices. • Technology is defined as the application of scientific knowledge for practical purposes.
<p>8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Individuals and groups motivated by economic, political, or social grievances can be powerful forces for societal change. <p>The student will know:</p> <ul style="list-style-type: none"> • The beliefs, feelings and actions of individual people who affected change in North Carolina and the United States. <p>For example: Cameron Morrison, John White, Penelope Barker, Henry Berry Lowery, Ella Baker, Terry Sanford, Jim Hunt, Jesse Helms, James K. Polk, and other governors, congressional leaders, presidents, civil rights leaders, activists, citizens.</p> <ul style="list-style-type: none"> • How groups were motivated to and have affected change in North Carolina and the United States.

	<p>For example: The Regulators, Abolitionists, Greensboro Four, the women of the Edenton Tea Party.</p>
<p>8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • The circumstances surrounding congruent historical and contemporary issues may produce varied outcomes. • The stability of or change in a society may be shaped by historical trends. <p>The student will know:</p> <ul style="list-style-type: none"> • 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. • History is comprised of reoccurring themes (e.g., state vs. federal rights, liberty vs. justice, the social contract).

Geography and Environmental Literacy

Essential Standard:

8.G.1 Understand the geographic factors that influenced North Carolina and the United States.

Concept(s): Location, Movement, Region, Physical Characteristics, Human Characteristics, Quality of Life, Settlement Patterns

Clarifying Objectives

Unpacking

What does this standard mean a student will know, understand and be able to do?

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.

The student will understand that:

- The physical characteristics of a place may limit the mobility of people, goods and ideas.
- Access to transportation and communication networks allows for the movement of people, goods, and ideas.
- The physical and human characteristics of a place may determine migration, immigration or settlement patterns.

	<p>The student will know:</p> <ul style="list-style-type: none"> • How to describe the various regions of North Carolina and the United States in terms of physical environment (both natural and man-made). • How to describe North Carolina and the United States in terms of their location relative to other states and nations. • Specific geographic challenges/barriers to the movement of people, goods, and ideas in North Carolina (e.g., Appalachian Mountain chain, the Diamond Shoals). • Specific geographic challenges/barriers to the movement of people, goods, and ideas in the United States (e.g., mountain ranges, weather, and waterways). • Policies, practices and laws that limit or impact individuals and/or groups from immigrating to North Carolina and/or the United States or migrating within North Carolina and/or the United States (e.g., Fugitive Slave Act, Indian Removal Act, Chinese Exclusion Act, immigration quotas).
<p>8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Geographic regions differ according to distinct unifying characteristics such as physical, cultural, political, economic and ethnic features. • Regional designations may change over time. • The rate of change in a region depends on its geographic location and its human and physical characteristics. <p>The student will know:</p> <ul style="list-style-type: none"> • The various types of regions (such as geographic, economic, political, or cultural). • The unifying characteristics that define a particular region in North Carolina and the United States. • How and why regions may change.

	<ul style="list-style-type: none"> • Specific examples of geographic, cultural, political, economic and ethnic regions.
<p>8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Human and natural disasters may cause a population of people, wildlife, and resources to be displaced. • Natural and human disasters can dictate settlement patterns of places. • Humans may modify the environment in a way that improve the quality of life through economic growth or environmental development that results in increased human comfort. • Human modification of the environment may lead to intended and unintended negative consequences. <p>The student will know:</p> <ul style="list-style-type: none"> • Various ways North Carolinians have adapted to and modified the environment and the corresponding outcomes of those adaptations and modifications. • Various ways in which the environment of the United States has been changed to meet the needs of the people and the corresponding outcomes. • Various ways in which nature has impacted the quality of life and settlement patterns in North Carolina and the United States. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Quality of life (QOL) can be broadly defined as socio-economic wellbeing and life satisfaction and is a subjective measure, but can be quantified, to some extent, by using a quality-of-life index or other tool. Standard indicators of quality of life include: material wellbeing (GDP), health, political stability and security, family life, community life, climate and geography, job security, political freedom, and gender equality. <p>References:</p> <ul style="list-style-type: none"> • Economists: “The Economist Intelligence Unit’s quality-of-life index” http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf

	<ul style="list-style-type: none"> Investopedia: http://www.investopedia.com/terms/q/quality-of-life.asp#axzz1nXvuJZ6G <p><i>Note: Quality of life should not be confused with standard of living. Standard of living is the level of wealth, comfort, material goods, and necessities available to a particular socio-economic class in a particular geographic area/region. (see http://www.investopedia.com/terms/s/standard-of-living.asp#axzz1nXvuJZ6G for additional information about standard of living.)</i></p>
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Economics and Financial Literacy

Essential Standard:
 8.E.1 Understand the economic activities of North Carolina and the United States.

Concept(s): Resources, Conflict, Cooperation, Competition, Growth, Decline, Stability, Choice, Quality of Life

Clarifying Objectives	Unpacking What does this standard mean a student will know, understand and be able to do?
8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).	<p>The student will understand:</p> <ul style="list-style-type: none"> • Competition for scarce resources can lead to conflict in society. • Cooperation and collaboration among citizens during periods of economic decline may lead to economic growth and stability. • Overuse of scarce resources may lead to economic instability, recession or depression. • Lack of agreement on economic goals of a nation leads to internal and external conflict. <p>The student will know:</p> <ul style="list-style-type: none"> • The various times North Carolina and the United States have experienced periods of economic growth and decline (e.g., the Rip Van Winkle years in North Carolina, the economic boom of the 1920s, the Great Depression, North Carolina and California Gold Rushes).

	<ul style="list-style-type: none"> • How people competed for scarce resources, cooperated to achieve economic goals, or had conflicting view points over an economic issue. • How economic growth impacted selected groups. • How economic downturns can result in increased poverty for some individuals and groups. • How to define economic depression and recession.
<p>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 States.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • As unemployment and inflation increase, economic growth may become stagnant, making the economy unstable. • The stability of a nation’s economy often reflects the extent of its domestic economic wealth. • The quality and quantity of a nation’s productive resources is a good predictor of economic growth and stability. <p>The student will know:</p> <ul style="list-style-type: none"> • How Gross Domestic Product (GDP), inflation and unemployment are determined. • Scenarios of growth and stability in North Carolina and the United States in relation to economic indicators. <p>Key Terminology:</p> <ul style="list-style-type: none"> • Economic indicators are statistics about the economy that allow one to analyze the economic performance of an area and predict future performance. • Gross Domestic Product (GDP) is the total monetary value of all the goods and services produced in a country in a given year. • Inflation, as an economic concept, is a rise in the general level of prices of goods and services in an economy over a period of time. This rise in price usually impacts purchasing power because each unit of currency buys fewer goods and services. The Consumer Price

	<p>Index is used to measure inflation.</p> <ul style="list-style-type: none"> • Unemployment, as defined by the Bureau of Labor Statistics (BLS), is persons who do not have a job; but, have been actively looking for work in the prior four weeks and are currently available for work. <p>References:</p> <ul style="list-style-type: none"> • Economics and Statistics Administration (ESA): About Economic Indicators http://www.esa.doc.gov/about-economic-indicators • Bureau of Labor Statistics: http://www.bls.gov/bls/newsrels.htm • Investopedia – “Tutorials: Economic Indicators To Know” http://www.investopedia.com/university/releases/#axzz1nXvuJZ6G • Bureau of Labor Statistics: “How the Government Measures Unemployment” http://www.bls.gov/cps/cps_htgm.htm#unemployed
<p>8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).</p>	<p>The student will understand that:</p> <ul style="list-style-type: none"> • Responsible use of credit and borrowing in addition to wise saving and investing may result in a higher standard of living and improved quality of life. • Bad economic decisions may hinder ones’ ability to achieve short or long-term life goals. <p>The student will know:</p> <ul style="list-style-type: none"> • How to save and invest wisely to achieve future goals. • The wise and unwise use of credit and borrowing. • The benefit of charitable giving. • How to create and implement a plan to improve short and long term quality of life. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Craft a budget that reflects both short and long term goals and economic choice. • Interpret a credit report.

- Compare and contrast different types of [financial institutions](#) and [types of investments](#).

Civics and Government

Essential Standard:

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

Concept(s): Democratic Ideals, Government, Power, Rights, Freedom, Values and Beliefs

Clarifying Objectives

8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

Unpacking

What does this standard mean a student will know, understand and be able to do?

The student will understand:

- Governmental systems are based on various ideals and principles that tie a nation and people together.
- The political and social behaviors of a society are governed by its values and beliefs.

The student will know:

- How democratic ideals are reflected in local, state, and national governments.
- The concept and intent of democratic principles (e.g. limited government, [popular sovereignty](#), [separation of powers](#), republicanism, [federalism](#) and individual rights).
- How democratic ideas reflect the values and beliefs of citizens of North Carolina and United States.
- How the values and beliefs of citizens concerning democratic ideals in the United States and North Carolina have changed over time.

Key Terminology:

- **Democratic ideals** are beliefs and values that support democracy and are essential in order to

	maintain a democratic way of life.
<p>8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Historical documents reflect differing degrees of democratic ideals. • The interpretation and meaning of historical documents is shaped by social norms that may change over time. <p>The student will know:</p> <ul style="list-style-type: none"> • The literal meaning of various historical documents as it relates to democratic ideals. • How various historical documents have been interpreted over time in regards to democratic ideals. • The degree to which various historical documents do/do not reflect adherence to democratic ideals. • Examples of historical documents from North Carolina and the United States that reflect democratic ideals.
<p>8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).</p>	<p>The student will understand that:</p> <ul style="list-style-type: none"> • In a democratic society, the scope and power of the national government may be greater than other governmental structures within that nation. • Differing viewpoints on the scope and power of state and national governments can lead to ideological debates and conflict. <p>The student will know:</p> <ul style="list-style-type: none"> • The debate over the scope and power of the state and national government is on-going. • Examples of issues over the scope and power of different levels of government (historically and modern day). • Various past and present viewpoints (e.g., regional perspectives, liberal and conservative,

	<p>Federalist and Anti-federalists) on selected economic, political and social issues.</p> <ul style="list-style-type: none"> • How current issues are affected by differing viewpoints on the scope and power of the state and national government.
<p>8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).</p>	<p>The student will understand that:</p> <ul style="list-style-type: none"> • Citizenship in a democratic society may afford its members equal access to certain rights, liberties, and protections under the law. • Access to democratic rights and freedoms among a nation’s citizens may change over time as a result of conflict and compromise. • Access to democratic rights and freedoms may be denied or granted to various groups in society. • Unequal distribution of power may lead to inequalities in society. • Distribution of power in society may be determined by access to resource and connections to political decision-makers. <p>The student will know:</p> <ul style="list-style-type: none"> • The various groups who have struggled for access to democratic rights and freedoms and why they were denied access. • Ways in which democratic rights were denied. • Examples of various groups that were denied rights (based on race, religion, ethnicity, gender, ableness, physical location, cultural beliefs, socio-economic status). • Recent and historic outcomes of various struggles for civil rights and equality by citizens of North Carolina and the United States.

	<p>Key Terminology:</p> <ul style="list-style-type: none"> • Democratic rights are those entitlements that citizens enjoy and that are fundamental to the continuation of a democratic society. • Democratic freedom is a complex concept that means different things in different contexts. In the context of the United States government, democratic freedoms are those values that are afforded all citizens as outlined in the U.S. Constitution.
<p>Essential Standard: 8.C&G.2 Understand the role that citizen participation plays in societal change.</p> <p>Concept(s): Change, Citizenship, Rights, Political Action</p>	
<p>Clarifying Objectives</p>	<p>Unpacking</p> <p>What does this standard mean a student will know, understand and be able to do?</p>
<p>8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Citizen participation takes many different forms in a democratic society. • Political leaders often respond to citizen action, although change can be slow. • The effectiveness of an action taken to encourage civic change may be evaluated in different ways. <p>The student will know:</p> <ul style="list-style-type: none"> • Democratic political systems are based on the assumption that the majority of citizens are entitled to choose what is best for the society, thus all forms of political participation are open to everyone.. • Examples of specific citizens’ actions and their outcomes in relation to events that effected change in North Carolina and the United States. • Instances when citizen action produced societal change.

	<ul style="list-style-type: none"> • Criteria to evaluate the effectiveness of various approaches used to effect change (e.g., whether the actions produced desired outcomes such as change in laws and/or access to opportunities otherwise denied).
<p>8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Maintenance of a democratic system is dependent upon the efforts and quality of participation of its citizens. • Attempts to change society may produce unintended consequences. • Change often requires education, dedication and sacrifice. <p>The student will know:</p> <ul style="list-style-type: none"> • The causes, circumstances, and outcomes of various issues that generated citizen action. • Examples of citizen campaigns that maintained a democratic system. • Examples of citizen campaigns that negatively impacted society. (e.g., Prohibition led to an increase in crime). • Ways in which individuals and groups were required to sacrifice in order to effect societal change.
<p>8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Participation in a democratic society affords citizens certain human and civil rights. • Differing viewpoints on the extent of human and civil rights can result in conflict. • Human and civil rights issues may have local, national, and global consequences. <p>The student will know:</p> <ul style="list-style-type: none"> • Ways in which various human and civil rights issues have impacted North Carolina, the United States and the world.

- Various human and civil rights issues that continue to impact North Carolina and the United States (e.g., equal access to a sound education, issues of equity and fairness in the workplace, equality of living conditions).

Culture

Essential Standard:

8.C.1 Understand how different cultures influenced North Carolina and the United States.

Concept(s): Cultural Expansion, Values and Beliefs, Cultural Practices, Traditions, Diversity

Clarifying Objectives

8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

Unpacking

What does this standard require a student to know, understand and be able to do?

The student will understand:

- Cultural interaction may alter a society’s way of life and result in positive or negative development over time.
- A people’s culture may change when it incorporates ideas or elements of other cultures.
- As nations become more interdependent, multiculturalism increases.
- Values, beliefs, customs and traditions of the past influence the present and future cultural norms of a society.

The student will know:

- Cultural practices, values and belief systems that [Africans](#) and [Europeans](#) brought to the Americas.
- How the cultural practices, values and belief systems of Africans and Europeans impacted American life.
- The various cultural practices, values and belief systems of the [American Indians](#) before contact with other cultural groups.
- How the cultural practices, values and belief systems of American Indians influenced the way of life of Africans and Europeans.

	<ul style="list-style-type: none"> • How the interaction of American Indians, Africans, and Europeans influenced each other.
<p>8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian).</p>	<p>The student will understand that:</p> <ul style="list-style-type: none"> • Geographic location contributes to the diversity of human culture. • Cultural practices of various groups can originate from a variety of geographic locations. • Cultural practices can impact a region, state or nation beyond their originating location. <p>For example: Irish ballets, Salsa dancing, Moravian baking, and certain religious holidays are all cultural practices that did not originate in North Carolina or the United States, but are now a part of national and North Carolinian cultural practices.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Selected information about various groups’ culture. • Geographic regions and country origins of immigrants to North Carolina and the United States (e.g., Scotland, Dominican Republic, Germany, Laos). • Examples of cultural diffusion present in North Carolina and the United States.
<p>8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).</p>	<p>The student will understand that:</p> <ul style="list-style-type: none"> • Diverse cultural practices can promote cultural dissemination. • Diverse cultures are valuable to the development of a society. <p>The student will know:</p> <ul style="list-style-type: none"> • The cultural, political, and economic impact of various native and immigrant groups (e.g., Cherokee, Algonquin, Quakers, Highland Scots, Scots-Irish, African, Hmong, Chinese, Irish, or Indian) on North Carolina and the United States. • The specific contributions of various groups to the development of North Carolina and the United States (e.g., Cherokee, Algonquin, Quakers, Highland Scots, Scots-Irish, African,

[Hmong](#), [Chinese](#), [Irish](#)).

- The contributions of various demographic groups (e.g., women, religious groups, various ethnicities).

APPENDIX A: Key Terminology

Essential Standard: 8. H.1

- **Historical narrative** is an account, report or story of events or experiences that is based on factual evidence from the past.
- **Literal meaning** refers to the meaning of a passage, text, etc., as the original author intended and what the original hearers/readers would have understood.
- **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time the events or conditions occur, primary sources may also include autobiographies, memoirs, and oral histories recorded later.
- **Secondary sources** provide interpretations of primary sources. Examples include: text books, magazine and journal articles, etc.
- **Historical perspective** is the ability to describe the past from the point of view of those who lived during that particular time period.
- **Historical inquiry** is a cyclical process of historical thinking that begins with asking of a set of guiding historical questions. The answers to these questions are explored by locating and analyzing primary and secondary historical sources. This historical evidence is, in turn, used to construct historical narratives/interpretations about the past that seek to provide answers to the guiding historical questions. The process begins again because these interpretations often lead to the development of other historical questions that need to be explored.

- **Historical thinking** is a complex set of processes that historians use to analyze events in the past. These processes include reading, analysis, and writing to develop an accurate understanding of historical events and situations that historians use to construct narratives. Engaging in this complex process is known as historical inquiry.
- **Historical evidence** is primary artifacts used to support a historical point of view or perspective.
- **Historical context** is the “setting” in which the events or the conditions occurred.

Essential Standard: 8. H.3

- **Innovation** refers to the creation and implementation of new ideas, methods or devices.
- **Technology** is defined as the application of scientific knowledge for practical purposes.

Essential Standard: 8. G.1

- **Quality of life** (QOL) can be broadly defined as socio-economic wellbeing and life satisfaction; while a subjective measure, it can be quantified using a quality-of-life index or other tool. Standard indicators of quality of life include: material wellbeing (GDP), health, political stability and security, family life, community life, climate and geography, job security, political freedom, and gender equality.

Essential Standard: 8. E.1

- **Economic indicators** are statistics about the economy that allow one to analyze the economic performance of an area and predict future performance.
- **Gross Domestic Product** (GDP) is the total monetary value of all the goods and services produced in a country in a given year.
- **Inflation**, as an economic concept, is a rise in the general levels of prices of goods and services in an economy over a period of time. This rise in price usually impacts purchasing power because each unit of currency buys fewer goods and services. The Consumer Price Index is used to measure inflation.

- **Unemployment**, as defined by the Bureau of Labor Statistics (BLS), is persons who do not have a job but have been actively looking for work in the prior 4 weeks, and are currently available for work.

Essential Standard: 8. C&G.1

- **Democratic ideals** are belief and values that support democracy and are essential in order to maintain a democratic way of life
- **Democratic rights** are those entitlements that citizens enjoy and that are fundamental to the continuation of a democratic society.
- **Democratic freedom** is a complex concept that means different things in different contexts. In the context of the United States government, democratic freedoms are those values that are afforded all citizens as outlined in the U.S. Constitution.