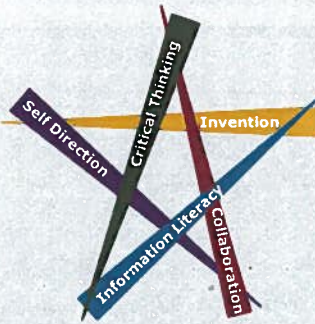


**Curriculum Development Course at a Glance
Planning For 8th Grade Social Studies**

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.1	
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

**Curriculum Development Overview
Unit Planning for 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?
	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)

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

<p>The struggle to extend civil liberties affects economic, cultural, and social traditions/institutions (SS09-GR.8-S.4-GLE.1-EO.a,b,f)</p>	<p>How did the 13th Amendment protect civil liberties? Why didn't the 13th Amendment resolve conflicts over civil liberties in the US?</p>	<p>How can the tension between societal needs and individual liberties be addressed?</p>
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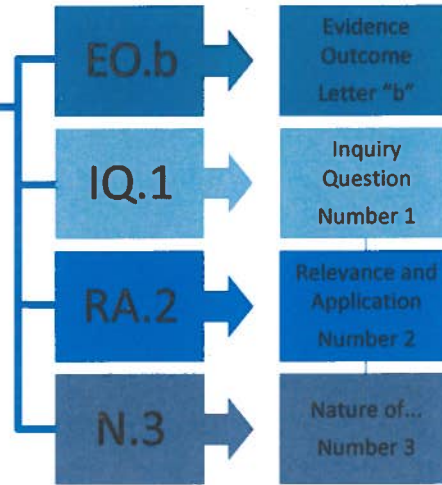
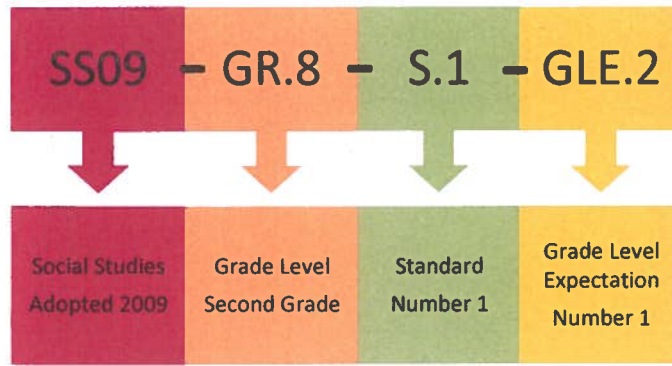
<p>Critical Content: My students will KNOW...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • The ideas that are critical to understanding representative democracy, monarchy, and federalism (SS09-GR.8-S.1-GLE.2-EO.f) • The patterns and networks of economic interdependence in colonial America (SS09-GR.8-S.2-GLE.1-EO.c) • How the establishment of human settlement patterns is determined by the physical attributes of the land (SS09-GR.8-S.2-GLE.1-EO.d; IQ.1,2) • The Northern colonies had a comparative advantage (textiles) and the Southern colonies had an absolute advantage (tobacco) (SS09-GR.8-S.3-GLE.1-EO.b) • England's restrictive policies regarding trade, quotas, and tariffs as a way to control the colonies (SS09-GR.8-S.3-GLE.1-EO.d) • The origins, outcomes, and significance of the American Revolution and the War of 1812 (SS09-GR.8-S.1-GLE.2-EO.e) 	<ul style="list-style-type: none"> • Evaluate to what degree economic policies are driven by political events • Determine the central ideas of a primary/secondary source (SS09-GR.8-S.1-GLE.1-EO.a) • Provide an accurate summary of a primary/secondary source, distinct from prior knowledge or opinions using evidence from the text (SS09-GR.8-S.1-GLE.1-EO.d) • Recognize how regional perspectives effect cooperation and conflict (SS09-GR.8-S.2-GLE.2-IQ.3) • Write an argument to support a claim that organizes reasons and evidence logically (SS09-GR.8-S.1-GLE.1-EO.a) • Critique propaganda as a tool of influence (SS09-GR.8-S.1-GLE.1-EO.c) • Analyze, compare, and describe the components of credit and credit history (SS09-GR.8-S.3-GLE.2-EO.b,c,d)

<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>

* Denotes connection to Personal Financial Literacy (PFL)

Social Studies

Colorado Academic Standards Coding System



NOTE: Everything on this page of the Social Studies standards is linked to this Grade Level Expectation. Therefore, all codes will begin with this.

NOTE: Codes can be noted individually as demonstrated in the arrows below, or multiple elements within a single Grade Level Expectation can be combined in the following format:
(SS.09-GR.8-S.1-GLE.2-EO.b; IQ.1; RA.2; N.3)

SS09-GR.8-S.1-GLE.2

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

- The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another

Evidence Outcomes

Students can:

- 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)
- Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (DOK 1-2)
- 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)
- Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)

SS09-GR.8-S.1-GLE.2-EO.b

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How have the basic values and principles of American democracy changed over time and in what ways have they been preserved?
- To what extent are the ideas of the American Revolution and the United States Constitution still affecting the world today?
- What would the United States be like if the British had won the American Revolution?
- To what extent was the Civil War an extension of the American Revolution?

SS09-GR.8-S.1-GLE.2-IQ.1

Relevance and Application:

- The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
- Technological developments continue to evolve and impact the present. For example, communication media has evolved from printing, telegraph, early photography and continues to evolve, in transportation of scientific discoveries)

SS09-GR.8-S.1-GLE.2-RA.2

Nature of History:

- Historical thinkers analyze patterns and themes throughout time.
- Historical thinkers study places and events from multiple perspectives in a way that leads to interpretations based on available evidence.
- Historical thinkers use chronology to organize time.
- Historical thinkers examine sources for audience, purpose, point of view, historical context, and propaganda.

SS09-GR.8-S.1-GLE.2-N.3

NOTE: References for standards from multiple Grade Level Expectations and/or standards should be in the following format: (SS.09-GR.8-S.1-GLE.2-EO.b; IQ.1; RA.2; N.3) and (SS.09-GR.8-S.4-GLE.1-EO.a, b; IQ.1)



Vision: All students in Colorado will become educated and productive citizens capable of succeeding in a globally competitive workforce.



WE NEEDED YOU!

Colorado’s District Sample Curriculum Project- Phase three

This summer, the final phase of Colorado’s District Sample Curriculum Project will bring together teachers and district leaders to create instructional units for all grades and content areas based on the [curriculum samples](#) (unit overviews).

Participating educators will work in teams to develop one sample into a full instructional unit, using a process that reflects a model of educators working together to plan for the instruction of all students. These units will include learning strategies, resource suggestions, differentiation options, and assessment ideas linked to helping all students achieve the big understandings (generalizations) in the (unit overview) samples.

To facilitate the creation of these materials, the content specialist team within the Office of Standards and Instructional Support will conduct three workshop sessions, each focusing on a particular grade-level band. Participants will attend one **three-day** workshop that will focus on the creation of grade and content specific materials.

The link below provides more information on the workshop dates, participant-team specifics, reimbursement details, and the application procedure for participating in this phase/work.

<http://www.cde.state.co.us/StandardsAndInstruction/SampleCurriculum-summer2013participation.asp>

Participation Benefits:

- ◇ Free professional development
- ◇ Two optional UNC credits towards re-certification (for a nominal cost)
- ◇ A head-start planning opportunity for next year and the implementation of the Colorado Academic Standards
- ◇ Teamwork with colleagues from across the state
- ◇ Curriculum development experience
- ◇ Invaluable service to state and teaching peers

Brian Sevier
Standards Project Director
Office of Standards and Instructional Support

1535 Grant St. room 303
Denver, CO 80203
Sevier_b@cde.state.co.us
720 498 2132

For questions regarding the project

