

CCSU Comprehensive Curriculum for Social Studies

Grade 8

“Becoming Americans”

Define the Year:

The eighth grade social studies curriculum examines a chronology of significant events in America’s history that illustrate how a country’s past shapes and defines its present. Using both primary and secondary sources, students study the narrative of the birth, development, and growing pains of our nation through multiple perspectives and conflicting accounts of the “becoming American” experience. Students examine the role of each of the social science domains of geography, civics and government, and economics to determine the historical dynamics that led to some of those perspectives. Through the development of critical thinking skills and inquiry- based learning, students can gain a deeper understanding of our nation’s development and make better sense of other historical eras as well as the antecedents of contemporary political issues in the United States.

Define the Units:

- Unit 1:** Becoming a Nation
- Unit 2:** The Nation Builds a Government
- Unit 3:** An Expanding Nation
- Unit 4:** Conflicts within the Nation

Recurring Domains in Each Unit:

- Domain 1:** History
- Domain 2:** Physical and Cultural Geography
- Domain 3:** Civics, Government, and Society
- Domain 4:** Economics

Inquiry Theme (for problem-based and/or project-based learning opportunities):

How can we use the process and tools of inquiry to understand ourselves and the historical, political, economic, and cultural development of our country?

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Grade 8, Unit 1: Becoming a Nation

America becomes a nation through a series of processes deeply ingrained in its physical and cultural roots. In this unit, students will explore those roots and demonstrate an understanding of the steps America takes on its journey to independence. Our focus will explore the transformation of loyal British subjects to revolutionaries. Students will demonstrate an understanding of the forces of change through a variety of lenses—geographic, economic, social and political. Becoming a nation is the story of change, but change linked intimately to the questions framing our national dialogue today.

Overarching Question: Using the lenses of multiple perspectives, how did we become a nation?

Inquiry Focus: What are the sources and approaches we will need to investigate how the colonies re-formed themselves into a new nation? What will the process of that investigation look like? What tools might we use?

Domain Essential Questions:

History: What factors were involved in the process of change from a colony to an independent nation? Which influences were most important in that change?

Physical and Cultural Geography: In what ways did the physical and cultural geography of the original 13 colonies both drive and hinder the development of the nation before, during, and after the Revolutionary War?

Civics, Government, and Society: How did government, law, and policy influence interactions between the colonists and the British?

Economics: Why was becoming an independent nation key to benefitting from specialization and voluntary trade?

Concepts to Emphasize: revolution, conflict, sectional differences, rights and freedoms, taxation, trade.

Grade 8, Unit 2: The Nation Builds a Government

American ideas about the place of government evolved and changed based on their experiences and beliefs. Students will trace the development of our nation from a loose confederation of states that saw themselves as having little in common to a more centralized authority. Students will explore the link between the creation of our Constitution and our lives as citizens. Students will emerge with a deeper understanding of the functions and processes of our government today and of our place as citizens.

Overarching Question: Using the lenses of multiple perspectives, links to the present, and the place of the U.S. in the world both then and now, how did our nation build a government?

Inquiry Focus: What are the sources and approaches we might use to investigate the ideas and interactions that shaped our nation's government? What will the process of that investigation look like? What tools might we use?

Domain Essential Questions:

History Component: What were the ideas, conflicts, and compromises that influenced the design of our government?

Physical and Cultural Geography Component: How did geography shape the conflicts in building the government?

Civics, Government, and Society Component: In what ways has our government continued to evolve in response to our changing world? What are the functions and processes of our federal government today and how are they the same or different from historical functions? To what extent have our interpretations of the role of government and the rights of people changed over time? How can we be active citizens?

Economics Component: What part did trade and involuntary trade play in the building of the government?

Concepts to Emphasize: rights and freedoms, constitutionalism, political parties, suffrage

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Grade 8, Unit 3: An Expanding Nation

The United States experienced explosive growth in terms of population, geographic size, and economic power. Students will explore the impact of this growth including cultural, social and political change. Students will focus on Jeffersonian and Jacksonian Democracy, early immigration and migration to the west, and the roots of industrialization. A multicultural lens will allow students to understand the contributions and conflicts of America's diverse peoples.

Overarching Question: Using the lenses of multiple perspectives, links to the present and the place of the U.S. in the world then and now, how did our nation expand?

Inquiry Question: What are the sources and approaches we might use to investigate the causes and effects of the transformative growth of our nation? What will the process of that investigation look like? What tools might we use?

Domain Essential Questions:

History: What causes led to change in this era and how did these changes affect the lives of the people?

Physical and Cultural Geography: How did people interact with their environment and influence it both positively and negatively over time? How did physical and cultural geography affect human migration?

Civics, Government, and Society: How did our government evolve in response to a changing world?

Economics: How did migration affect patterns of specialization throughout the nation?

Concepts to Emphasize: Conflict, migration, movement, terrain and natural obstacles, industrialization, ethnicity

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Grade 8, Unit 4: Conflicts within the Nation

This was an era of significant national tensions. Sectionalism led to the most serious conflict that our nation had ever faced—the Civil War. However, this was not the only source of discord between national regions. Students will explore the reasons behind the conflict between North and South—in particular the geographic and economic split that eventually divided the nation. In addition, students will examine the growing conflicts between the interests of the cities of the east and the territories to the west. Within the west itself, students will evaluate the struggles among groups with divergent cultures, beliefs and claims on the land.

Overarching Question: Using the lenses of multiple perspectives, links to the present and the place of the U.S. in the world then and now, how and why did conflicts occur?

Inquiry: How can we use a variety of sources and approaches to investigate social, economic, geographic and political conditions that led to the various conflicts our nation faced?

Domain Essential Questions:

History: Why did conflicts occur throughout the nation?

Physical and Cultural Geography: To what extent did geography shape the conflicts of the era?

Civics, Government, and Society: What part did the debate and examination of issues play in the conflicts of the era and their outcomes?

Economics: What role did involuntary trade play in the conflicts of the nation?

Concepts to Emphasize: Manifest Destiny, conflict, slavery, immigration and migration, political parties, abolitionism and other social reforms

Grade 8, Domain 1: History

Domain Essential Questions:

- Unit 1: What factors were involved with our change from a colony to an independent nation?
- Unit 2: What were the ideas, conflicts and compromises that influenced the design of our government?
- Unit 3: What causes led to change in this era and how did these changes affect the lives of the people?
- Unit 4: Why did conflicts occur throughout the nation?

Concepts and Vocabulary: revolution, conflict, Manifest-Destiny, insurgency, secession

CCSU Power Standards

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.4, 6.6	<p>H&SS7-8:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Explaining differences between historic and present day objects in the United States and/or the world, and evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the effects of those changes). • Describing ways that life in the United States and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?). • Investigating <u>and evaluating</u> how events, people, and ideas (democracy, for example) have shaped 	<p>Focus: Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> 1) The past shapes and defines the present. <ol style="list-style-type: none"> a) How does the past shape and define the present? b) To what extent can we learn about our present by studying our past? 2) Historians use multiple methods and resources to collect, analyze, and interpret historical data to help us understand the events and processes of history. <ol style="list-style-type: none"> a) To what extent can primary and secondary resources clarify or confuse interpretations of history? b) Who assigns meaning to historical experiences? 	<p>Use primary sources to determine significant causes of the American Revolution and the Civil War. (2a)</p> <p>Interpret data, bias, authenticity and relevance of information related to historical events. (2b)</p> <p>Use cause and effect to make a prediction about the impact of territorial expansion on indigenous peoples.</p>

	<p>the United States and the world, and hypothesizing how different influences could have led to different consequences (e.g., How did the ideals of Greek democracy impact the world? How has the European colonialism influenced race relations in Africa?).</p> <p>H&SS7-8:9 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> Identifying different types of primary and secondary sources (for example, visual, literary, and musical sources), <u>and evaluating the possible biases expressed in them</u> (e.g., analyzing Paul Revere’s engraving of the Boston Massacre). Reading and interpreting historic maps. Evaluating the credibility of differing accounts of the same event(s) (e.g., account of the Revolutionary War from colonist’s perspective vs. British perspective; the bombing of Hiroshima from the perspective of a Japanese citizen vs. an American soldier). <u>Evaluating</u> attitudes, values, and behaviors of people in different historical contexts (e.g., examining how religious values have influenced historic events). Identifying how technology can lead to a different interpretation of history (e.g., DNA evidence, forensic analysis of a battle site). <p>H&SS7-8:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> Identifying the beginning, middle, and end of an historical narrative or story. Constructing time lines of significant historical 	<p>3) History is subjective and can be interpreted from multiple perspectives, including race, ethnicity, gender, religious background, and socio-economic class.</p> <ol style="list-style-type: none"> To what extent is history subjective? To what extent can our view of history be objective? What factors contribute to objectivity and subjectivity in our views of history? How does history depict the relationships and conflicts among powerful, dominant groups, and those who may lack power or may be disenfranchised? To what extent is history presented as the story of great people and great events? Why is this an incomplete portrait of history and historical events? To what extent are perceptions of change based upon personal experiences, social, and historical conditions? How did perceptions of change influence our nation’s planning for the future? <p>4) Historical eras and periods of transition can be identified and analyzed in order to recognize trends, patterns, and issues within a community, state, nation, or the world.</p> <ol style="list-style-type: none"> How does our labeling of history reflect our 	<p>(2c)</p>
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	<p>developments in the nation and world, designating appropriate equidistant intervals of time and recording events according to the order in which they occurred.</p> <ul style="list-style-type: none"> • Interpreting data presented in time lines. i • Measuring and calculating calendar time by days, weeks, months, years, decades, centuries, and millennia (e.g., How long ago did people first come to North America?). • Understanding a variety of calendars (e.g., Islamic, Jewish, Chinese) and reasons for their organizational structures (e.g., political, historic, religious). • Making predictions and/or decisions based on an understanding of the past and the present (e.g., after analyzing past events, determining what steps can impact the future). • Identifying important events in the United States and/or world, and describing multiple causes and effects of those events. • Explaining transitions between eras that occurred over time (e.g. independence of African nations) as well as those that occurred as a result of a pivotal event (e.g., the invention of the automobile and the light bulb). • Identifying why certain events are considered pivotal and how they cause us to reorder time (e.g., the explosion of the atom bomb and the beginning of the nuclear age; September 11, 2001). 	<p>values and ideologies?</p>	
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Grade 8, Domain 2: Physical Geography and Cultural Geography

Domain Essential Questions: To what extent is there a relationship between geography and cultural diversity? To what extent did the physical geography of our country both draw us together and divide us?

Unit 1: How did the physical and cultural geography of the original 13 colonies drive the development of the nation before, during and after the Revolutionary War?

Unit 2: How did geography shape the conflicts in building the government?

Unit 3: How did people interact with their environment and influence it both positively and negatively over time? How did physical and cultural geography affect human migration?

Unit 4: To what extent did geography shape the conflicts of the era?

Concepts and Vocabulary: climate, movement, terrain, Northwest Passage, religion, freedom, beliefs, values, ethnic background

CCSU Power Standards

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.1, 6.7	<p>H&SS7-8:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> Describing how human activity and technology have changed the environment in the U.S. and world for specific purposes (e.g., development of urban environments, genetic modification of crops, flood control, reforestation). 	<p>Focus: Students show understanding of human interaction with the environment over time.</p> <p>1) Our environment represents the surroundings in which we live and is influenced by geographic, cultural, political, and economic factors.</p> <p>a) To what extent is our environment influenced by geographic, cultural, political, and economic factors?</p>	<p>Explain physical and geographic features that impacted growth and development in the regions of the United States. (3a)</p> <p>Locate the thirteen</p>

	<ul style="list-style-type: none"> • Generating information related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to draw conclusions and recommend actions (e.g., damming the Yangtze River). • <u>Evaluating</u> different viewpoints regarding resource use in the U.S. and world (e.g., debating drilling for oil in a national wildlife refuge). • <u>Examining multiple factors</u> in the interaction of humans and the environment (e.g., population size, farmland, and food production). • Recognizing patterns of voluntary and involuntary migration <u>in the U.S. and world</u>. • Using information to make predictions about future migration. 	<ol style="list-style-type: none"> 2) Human beings interact with their environment and influence it both positively and negatively over time. <ol style="list-style-type: none"> a) How do the interactions between human beings and the environment affect both over time? b) Which influences are the strongest on the environment? Negatively? Positively? c) How does the environment influence the human beings who live in it? 3) The environment impacts human migration as a result of such influences as climate, resources, and economic opportunities. <ol style="list-style-type: none"> a) To what extent does climate influence migration? b) To what extent do available resources within an environment impact patterns of migration? c) How do economic opportunities influence migration with and across environments? 4) The causes, effects, and processes of human movement are based upon both voluntary and involuntary factors. <ol style="list-style-type: none"> a) What are the voluntary reasons individuals and groups migrate? b) What are the involuntary reasons individuals and groups migrate? 	<p>colonies and northern, middle, and southern colonial regions of the United States. (3b)</p> <p>Explain the significance of expanding physical and political regions of the United States (1770-1860). (3c)</p> <p>Compare and contrast positive contributions of various immigrant groups (e.g. Germanic peoples, Afro-Caribbean, Chinese). (3d)</p> <p>Assess the consequences of geographic differences on growth and expansion of the nation. (3e)</p>
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<p>Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14</p>	<p>H&SS7-8: 13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying and comparing expressions of culture in Vermont, the U.S., and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs (e.g., identifying how the Japanese art of Gyotaku [fish printing] reflects history and culture). • Describing the contributions of various cultural groups to the world, both past and present. • Analyzing how location and spatial patterns influence the spread of cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location). • Identifying ways in which culture in the United States and the world has changed and may change in the future (e.g., the spread of Islam). 		<p>Explain how the expansion of the United States (ex. New England, Middle and Southern Colonies) impacted diverse culture nationalism. (4a)</p> <p>Analyze patterns of voluntary (i.e. economic and religious reasons) and involuntary (i.e. Trans-Atlantic slave trade, relocation, and religious persecution) migration to (and within) the United States. (4b)</p> <p>Recognize cultural contributions of different groups that became “American”. (4c)</p>
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Grade 8, Domain 3: Civics, Government, and Society

Domain Essential Questions: How did democratic government originate? To what extent does being a citizen today extend from the foundations of our country’s government? How did the principles underlying our government contribute to both unity and disunity within our nation’s history?

Unit 1: How did government, law and policy influence interactions between the colonists and the British?

Unit 2: How has our government continued to evolve in response to our changing world? What are the functions and processes of our federal government today? To what extent have our interpretations of the role of government and the rights of people changed over time?
How can we be active citizens?

Unit 3: How did our government evolve in response to a changing world?

Unit 4: What part did the debate and examination of issues play in the conflicts of the era and their outcomes?

Concepts and Vocabulary: colonialism, constitutionalism, rights and freedoms, political parties, suffrage, charter, confederation, Continental Congress, Constitution, Bill of Rights, Republic, Democracy, Loyalist, Tory, minutemen, representation, territories, elections, amendment, veto, override, checks and balances, branches of government

CCSU Power Standards

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14	<p>H&SS7-8: 14 Students act as citizens by...</p> <ul style="list-style-type: none"> Comparing the rights and responsibilities of citizenship in another country to those of the U.S. (e.g., after reading accounts of elections in news articles, compare voting rights) Identifying the various ways people become citizens of the U.S. (e.g., birth, naturalization). Giving examples of ways people act as members 	<p>Focus: Students act as citizens.</p> <ol style="list-style-type: none"> Citizenship in a democratic society requires that we examine and debate issues important to a democracy. <ol style="list-style-type: none"> What does it mean to be a citizen in a democratic society? How can examining and debating issues important to a democracy reflect and affect our roles as a citizen? 	Analyze the historical and philosophical underpinnings (e.g. Continental Congress, Articles of Confederation, Constitution, etc.) of our current

	<p>of a global community (e.g., collecting used textbooks for countries in need).</p> <ul style="list-style-type: none"> • Demonstrating positive interaction with group members (e.g., working with a group to design a lesson teaching younger students about rights and responsibilities). • Identifying problems, proposing solutions, and considering the effects of a course of action in the local community, state, nation, or world. • Explaining and defending their own point of view on issues that affect themselves and society, using information gained from reputable sources (e.g. communism vs. democracy; war vs. economic sanctions). • Explaining and critically evaluating views that are not one's own. • Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process. • Illustrating how individuals and groups have brought about change locally, nationally, or internationally (e.g., interview someone involved in civil union legislation). • Demonstrating how identity stems from beliefs in and allegiance to shared political values and principles, and how these are similar and different to other peoples (e.g. Northern Ireland/Republic; socialism; capitalism). • Establishing rules and/or policies for a group, school, or community, and defending them (e.g., dress code policies, establishing a skate board park). <p>H&SS7-8:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Describing how rules and laws are created (e.g., participating in a simulation about creating a new 	<p>2) American citizenship affords us with both rights and responsibilities. Failing to assume the responsibilities for citizenship in addition to the rights conferred to us can result in social unrest, disequilibrium, and injustice.</p> <ol style="list-style-type: none"> a) What are the rights and responsibilities of citizens in a democracy? To what extent to all citizens enjoy these rights? To what extent are citizens held accountable for their responsibilities? To what extent can we have rights without responsibilities? b) What are civil rights? From where do we derive our civil rights? To what extent is it possible to lose our civil rights? c) How can we be a responsible citizen within our school, community, country, and world? d) To what extent does being a responsible citizen require us to respect differences? e) If we disagree with the policies and practices of our government and its leaders, how should we behave or operate? f) How do we become citizens? g) How and why do individuals become naturalized citizens of the United States? Why do some individuals choose not to become naturalized citizens? h) To what extent does the process of becoming a citizen of another country involve an inevitable conflict between ideals and realities? <p>Focus: Students understand various forms of government.</p> <p>3) The United States government is a representative republican form of government based upon a series of checks and balances provided by three main branches,</p>	<p>government in order to build a connection between the rights and privacy citizens today and those essential documents. (5a)</p> <p>Recognize how political parties originated with emphasis on party platforms. (5b)</p>
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	<p>law).</p> <ul style="list-style-type: none"> Identifying key documents on which U.S. laws are based and where to find them (e.g., Declaration of Independence, Bill of Rights, Constitution). Describing how government decisions impact and/or relate to their lives. Identifying the basic functions, structures and purposes of governments within the United States. Describing the basic principles of American democracy (e.g., right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion). Defining criteria for selecting leaders at the school, community, state, national and international levels. 	<p>which are the legislative, judicial, and executive.</p> <ol style="list-style-type: none"> What is a representative government? To what extent is the United States a republic? How do checks and balances help to maintain the integrity of the United States government? How do the three branches of the United States government interact? To what extent are they separate? How does the legislative branch of our government function? Why do we have it? How does the judicial branch of our government function? Why do we have it? How does the executive branch of our government function? Why do we have it? How do citizens learn about their government and what it is doing? How can media bias sometimes shape our perceptions about government? <p>4) There are different forms of democracy, from versions with one person, one vote, to representative forms in which we elect individuals to represent large groups within the society.</p> <ol style="list-style-type: none"> How does our Constitution frame our processes and beliefs about our government, our rights, and our responsibilities as citizens? To what extent is the Constitution a document based on interpretation? To what extent does the Constitution ensure the full rights of citizens? What are its limits? What is a democracy? How do different forms of democracy function? How does democracy in America function? How did the United States develop its 	<p>Debate the link between the rights and responsibilities of a modern citizen. (5c)</p> <p>Explain how individuals and groups have brought about change locally or nationally (e.g. abolitionist movement, temperance, suffrage). (5d)</p>
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H&SS7-8: 16

Students examine how different societies address issues of human interdependence by...

- Analyzing a current or historic issue related to human, rights, and explaining how the values of the time or place influenced the issue (e.g. Kosovo, China, Vietnam).
- Analyzing how shared values and beliefs can maintain a subculture (e.g., political parties, religious groups).
- Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations, NATO, International Red Cross, Amnesty International).
- After examining issues from more than one perspective, defining and defending the rights and needs of others in the community, nation, and world (e.g. AIDS in Africa; One Child Policy in China; nuclear waste disposal).
- Analyze differences and similarities among people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity, and

democracy?

- h) Why do we have representatives? How do they serve different roles while representing us?
- i) How does the independent judiciary function as a body of appointed officials within our democracy?

5) A political system consists of structures and processes that determine how a community or nation gives or takes away power and authority.

- a) How do political systems form and function?
- b) To what extent is our world comprised of political systems?

Focus: Students examine issues of human interdependence.

6) We do not exist in isolation. Each of us and the groups to which we belong form links and chains of interconnection and interdependence.

- a) What are the roots of interdependence? To what extent are we all interconnected?
- b) How can this interdependence produce both positive outcomes as well as potential conflict?
- c) How does our environment determine and shape the patterns of interdependence in our lives?
- d) What are the future implications of the patterns of interdependence that shape our world?

7) The concept of “human rights” represents an ideal and a construct for a universal standard that articulates fundamental expectations for human well being.

- a) To what extent do leaders or various groups with

	<p>describe their costs and benefits.</p> <ul style="list-style-type: none"> • Citing examples, both past and present, of how diversity has led to change. (e.g., immigration of Cubans into Miami). • Identifying examples of interdependence among states and nations (e.g., transportation systems). • Analyzing behaviors that foster global cooperation among groups and governments (e.g., lowering trade barriers). • Explaining conditions, actions, and motivations that contribute to tensions and/or conflict within and among individuals, communities, and nations (e.g., investigating the relationship between poverty and conflict). • Explaining ways in which conflicts can be resolved peacefully (e.g., assimilation /separatism; affirmative action; diplomacy). <p>H&SS7-8: 17 Students examine how access to various institutions affects justice, reward, and power by...</p> <ul style="list-style-type: none"> • Comparing how different groups gain or have been denied access to various institutions, and describing the impact this has had on these groups in the US and other countries (e.g., Property ownership for voting, ageism, access to education; affirmative action, due process, petition). • Identifying and describing examples of tensions between belief systems and government policies and laws, and identifying ways these tensions can be reduced (e.g., Gambling on reservations; neutrality of Switzerland; humanitarian aid). 	<p>power within a society determine the human rights afforded to their citizens?</p> <p>b) To what extent have violations in human rights given rise to conflicts throughout human history?</p> <p>8) The access of individuals and groups to various institutions affects both positively and negatively their access to justice, social and economic rewards, and power and authority within a culture, region, or society.</p> <p>a) How does the access of individuals and groups to various institutions influence their access to justice?</p> <p>b) How does the access of individuals and groups to various institutions influence their access to social and economic rewards?</p> <p>c) How does the access of individuals and groups to various institutions influence their access to power and authority?</p>	
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Grade 8, Domain 4: Economics

Domain Essential Questions: How did regional differences produce economic differences that contributed to both unity and disunity in early American history? How did changes in technology affect the development of our country?

Unit 1: Why was becoming an independent nation key to benefit from specialization and voluntary trade?

Unit 2: What part did trade and involuntary trade play in the building of the government?

Unit 3: How did migration affect patterns of specialization throughout the nation?

Unit 4: What role did involuntary trade play in the conflicts of the nation?

Concepts and Vocabulary: slavery, taxation, industrialization, trade, specialization, indentured, taxation, tariff, urban, agrarian, infrastructure, technology, Triangle-Trade, resources, hydro-power

CCSU Power Standards

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17	<p>H&SS7-8: 18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> Explaining how goods and services around the world create economic interdependence between people in different places (e.g., writing a persuasive essay about the effects of importing oil, exporting labor, etc.). Examining how producers in the U.S. and/or world have used natural, human, and capital resources to produce goods and services, and predicting the long term effects of these uses (e.g., describing 	<p>Focus: Students show an understanding of the interaction/interdependence between humans, the environment, and the economy.</p> <ol style="list-style-type: none"> When individuals, regions, and nations specialize in what they can produce at the lowest opportunity cost and then trade with others, both production and consumption increase. <ol style="list-style-type: none"> To what extent can people benefit from specialization? What did our nation look like in areas without specialization? 	<p>Explain how economic factors both united and later divided the United States. (6a)</p> <p>Identify how emerging technologies (e.g. waterpower, steam engine, transportation, military, etc.) changed the economy in the United States. (6b)</p>

	<p>how the use of petroleum products will impact the production of hybrid vehicles; examining how the use of human resources in the U.S. has changed over time).</p> <ul style="list-style-type: none"> • Drawing conclusions about how choices within an economic system affect the environment in the state, nation, and/or world (e.g., decisions to build “box” stores and new roads). <p>H&SS7-8:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> • Identifying goods and services provided by local, state, national, <u>and international governmental and/or nongovernmental organizations</u> (e.g., Red Cross, UN peacekeeping efforts, etc.). • Evaluating the costs and benefits of government economic programs to both individuals and groups (e.g., debate the pros and cons of welfare programs). • Explaining the relationship between taxation and governmental goods and services in the U.S. <u>and/or world</u> (e.g., how much of the federal budget is devoted to international aid?) • Recognizing that <u>governments around the world</u> create their own currency for use as money (e.g., examining foreign currency for cultural and political symbols). • Recognizing that a change in exchange rates changes the relative price of goods and services between two countries (e.g., track the cost in dollars of ordering a Big Mac in Paris over a three week period). <p>H&SS7-8: 20 Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p>	<p>2) Voluntary trade occurs only when all participating parties expect to gain.</p> <ol style="list-style-type: none"> a) To what extent are people better off because of trade? b) How do governments encourage and discourage trade? c) How and why did involuntary trade occur in this era? 	<p>Assess the consequences of 19th century industrialization on our world today. (6c)</p> <p>Describe an effect of a government interaction with the economy (e.g. tariffs, laissez faire, taxation). (6d)</p>
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