



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Common Core and Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these 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?**

Descriptions of what each standard means a student will know, understand and be able to do. 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 know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **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 unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **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 & Decision-making**

### Clarifying Objectives

### Unpacking

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

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

#### The student will be able to:

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

**For example:** Students may 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.

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

#### The student will be able to:

- Abstract a general theme or point of a historical document by articulating its word for word, nonfigurative meaning.

**For example:** A student may summarize, in his or her own words, the literal meaning of this quote from The Declaration of Independence – “all men are created equal.” In this instance, the student will note that the quote literally refers to just men and that all men, regardless of their lot in life, are created, from birth, to be equal to one another.

*Note: 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.*

<p>8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The difference between a primary and a secondary source.</li> <li>• Where to find credible sources of information.</li> <li>• Appropriate questions to ask themselves in order to interpret various historical perspectives</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• 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 a particular event or issue.</li> </ul> <p><b>For example:</b> When students are studying the Vietnam war, students may read an account of the conflict in their textbook or from online sources. However, in order to obtain a broader perspective, they should also include primary sourced documents from multiple perspective to include that of the U.S. Presidents over the course of the war; the perspective of those actively involved in the war and/or veterans of; those that oppose the war effort; those that supported the war effort; both the North Vietnamese and South Vietnamese perspectives on the war.</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><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Historical inquiry is the research or investigation of past events.</li> <li>• A set of criteria for determining whether or not a source is valid.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a set of criteria to judge the extent to which a source of information is valid or not.</li> <li>• Formulate historical questions.</li> <li>• Gather data from a variety of sources (both primary and secondary).</li> <li>• Interpret data.</li> <li>• Support interpretations with historical evidence.</li> </ul>

**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, Citizen Action, Debate, Cooperation****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:**

- Conflicts as well as their causes and implications are multifaceted.
- Conflict most often results in societal change.
- National and global conflicts do not always have the same implications for all involved.

**The student will know:**

- North Carolina's role in a variety of local state, national and global conflicts.

**For example:** Internal and external wars; sectional and regional perspectives on the issue of slavery; economic policies both past and present; the immigration debate over time, etc.

- The United States' role in global conflicts as well as the reasons for involvement or non-involvement.

**For example:** Students will know the impact that The Great Depression had on various groups within North Carolina and the United States it affected different populations and regions in various ways. Also, students will know the impact that Jim Crow laws had on various populations and regions such as segregated housing, access to resources, etc. as well as the demographic make-up of towns, cities, states and regions due to migration and settlement patterns.

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 affect the outcome of conflicts.
- Citizen action is sometimes contrary to established laws and the ideas of leadership.

<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"> <li>• Leadership can take many different forms from heads of state-to-state and local officials to ordinary citizens.</li> <li>• Citizens play a key role in the governance of democratic societies.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various types of leadership (e.g., proprietors, governors, presidents and other heads of state, legislators and other government officials, business and community leaders, citizens).</li> <li>• How different types of citizen action influenced the outcome of conflicts (e.g., boycott, protest, letter writing).</li> <li>• 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.</li> </ul>
<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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Democracies depend on debate, compromise, and negotiations to maintain their existence.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Some historical and contemporary economic, political, and cultural debates that have taken place in North Carolina and the United States.</li> </ul> <p><b>For example:</b> Presidential debates, the debates over slavery, the debates in the North Carolina General Assembly and the United States Congress regarding the budget, immigration laws, etc., economic debates over the benefits of New Deal programs, cultural debates over fashion changes in various years (1920s/1950s), or debates over civil rights issues such as the Greensboro sit-ins.</p> <ul style="list-style-type: none"> <li>• Various compromises that have taken place in North Carolina and the United States.</li> </ul> <p><b>For example:</b> United States Constitutional compromises such as the Great Compromise, the Three-Fifths Compromise, the Missouri Compromise, the Compromise of 1877, etc.</p> <ul style="list-style-type: none"> <li>• Various instances of negotiation that have taken place in North Carolina and the United States.</li> </ul>

	<p><b>For example:</b> The negotiations that took place in North Carolina that eventually lead to the state’s support of the United States Constitution.</p>
<p><b>Essential Standard:</b>  <b>8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.</b></p> <p><b>Concept(s): Change, Individuals, Groups, Migration, Immigration, Technology, Innovation, Continuity</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Migration and immigration helps to shape the development of a state and nation by contributing new ideas, culture, and a workforce.</li> <li>• Migration and immigration patterns may change due to environmental and societal changes.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Reasons why people immigrate to the United States.</li> <li>• Reasons for migration within the United States with specific emphasis on the reasons for migration to and from North Carolina. This includes both forced and voluntary migration.</li> <li>• 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.</li> </ul>
<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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Technology encompasses many different types of innovation.</li> <li>• Technology and innovation can lead to societal changes and economic growth.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Identify technological advances in United States/North Carolina history (e.g., cotton gin, canals, railroads, Wright Brother’s airplane, Research Triangle Park, Dismal Swamp Canal).</li> <li>• How the various innovations came to fruition as well as their impact on individuals and</li> </ul>

	groups in various regions of North Carolina and the United States.
8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Both individuals and groups can be powerful forces for societal change.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The beliefs, feelings and actions of people who affected change in North Carolina and the United States.</li> </ul> <p><b>For example:</b> 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, etc.</p> <ul style="list-style-type: none"> <li>• How groups have affected change in the North Carolina and the United States.</li> </ul> <p><b>For example:</b> The Regulators, Abolitionists, Greensboro Four, and the women of the Edenton Tea Party all affected change in North Carolina and the United States.</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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Current events may build upon past events; however, the circumstances surrounding the events as well as the outcomes may differ.</li> <li>• Historical events play a role in the change and stability of a society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• History is comprised of reoccurring themes.</li> </ul>

## Geography and Environmental Literacy

### Essential Standard:

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

**Concept(s): Location, Place, Challenge, Movement, Region, Physical Characteristics, Human Characteristics, Human-Environment Interaction, Quality of Life, Settlement Patterns**

### Clarifying Objectives

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.

### Unpacking

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

#### The student will understand that:

- The physical landscape of a place may limit the mobility of people.
- The ability to move goods and ideas may be limited by the physical landscape of a place.
- 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 whether individuals and groups can or have the desire to migration within or immigrate to another location.

#### The student will know:

- 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 its location relative to other states and nations.
- The geographic challenges/barriers to the movement of people, goods, and ideas that are specific to North Carolina (e.g., lack of navigable ports, lack of infrastructure).
- The geographic challenges/barriers to the movement of people, goods, and ideas that were specific to the United States (e.g., mountain ranges, weather, waterways).
- Policies, practices and laws that may prevent or deter individuals and/or groups from immigrating to North Carolina and/or the United States or migrating within North Carolina and/or the United States.

<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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Geographic areas differ according to distinct regional characteristics such as physical features, culture, political organization, economic activity and ethnic make-up.</li> <li>• The designation of places according different regions may change over time.</li> <li>• Regions may experience differing rates of change based on the change in geography.</li> <li>• Societies may experience differing rates and types of growth due to their varied geographical make-up.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The various types of regions such as formal, functional or vernacular.</li> <li>• The characteristics that define a particular region in North Carolina and the United States.</li> <li>• How and why regions may change.</li> </ul>
<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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Human and natural disasters may cause a population of people, wildlife, and resources to be displaced.</li> <li>• Natural and human disasters may influence settlement patterns of places.</li> <li>• Humans may modify the environment in a way that produces economic growth and stability, thus improving the quality of life.</li> <li>• Human modification of the environment may lead to unintended consequences.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various ways in which North Carolinians have modified and adapted to the environment.</li> <li>• Various ways in which the United States has been changed to meet the needs of the people.</li> <li>• Various ways in which nature has impacted the quality of life and settlement patterns in North Carolina and the United States.</li> </ul>

## Economics and Financial Literacy

### Essential Standard:

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

**Concept(s):** Conflict, Cooperation, Competition, Economic Indicators, Personal Financial Choices, 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).

#### The student will understand:

- Capitalist societies experience cyclical periods of economic prosperity and decline.
- 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.
- Nations lacking clear economic goals may exhibit instability.

#### The student will know:

- The various times in which North Carolina and the United States has experiences 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 Rush) and how people either competed for scarce resources, cooperated to achieve an end or had conflicting view points over an economic issue.
- The groups that experienced economic growth and who's economic growth either remained the same or worsened.
- The extent of poverty experienced during times of economic downturn.

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

#### The student will understand:

- As unemployment and inflation increase, economic growth may become stagnant, making the economy unstable.
- As gross national product increases, so does the stability of a nation's economy.

<p>United States.</p>	<ul style="list-style-type: none"> <li>• The quality of a nation’s productive resources is a good predictor of economic growth and stability.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How gross national product (GDP), inflation and unemployment are determined.</li> </ul>
<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><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Responsible use of credit and borrowing as well as consistency in saving and investing increases the likelihood of a higher standard of living and better quality of life in the future.</li> <li>• Bad economic decisions may negatively affect an individual’s ability to achieve their personal goals.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to save and invest wisely to achieve future goals.</li> <li>• The wise and unwise use of credit and borrowing.</li> <li>• The benefit of charitable giving.</li> <li>• How to devise and plan to improve quality of life for now and in the future.</li> </ul>

## Civics and Governance

### Essential Standard:

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

**Concept(s):** Democratic Ideals, Government, Governmental Scope, Governmental Power, Democratic Rights, Freedoms

### Clarifying Objectives

### Unpacking

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

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).

#### The student will understand:

- Governmental systems are based on various ideals and principal 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.
- Similarities and differences among the various levels of government in terms of structure and function.

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

#### The student will understand:

- Historical documents reflect differing degrees of democratic ideals.

#### The student will know:

- The literal meaning of various historical documents as it relates to democratic ideals.
- How various historical documents have been interpreted over time.
- The degree to which various historical documents do/do not reflect adherence to democratic ideals.

<p>Constitution and North Carolina Constitutions of 1776, 1868 and 1971).</p>	
<p>8.C&amp;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><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• In a democratic society, the scope and power of the national government may be greater than other governmental structures within that nation.</li> <li>• Differing viewpoints on the scope and power of state and national governments can lead to philosophical debates and armed conflict.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The debate over the scope and power of the state and national government is on-going.</li> <li>• The various viewpoints (e.g., regional perspectives, liberal and conservative, federalist and anti-federalists) on economic, political and social issues past and present.</li> <li>• How differing viewpoints on the scope and power of the state and national government affect current issues.</li> </ul>
<p>8.C&amp;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><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Citizenship in a democratic society affords its members equal access to certain rights, liberties, and protections under the law.</li> <li>• Access to democratic rights and freedoms among a nation’s citizens may change over time.</li> <li>• Access to democratic rights and freedoms may be denied or granted to various groups in society based on race, ethnicity, gender, ableness, physical location, cultural beliefs, and socio-economic status.</li> <li>• Denied access to democratic rights and freedoms are often granted to various groups after periods of struggle.</li> <li>• Unequal distribution of power may lead to inequalities in society.</li> <li>• Distribution of power in society may be determined by distribution of resources, individual and group motivation, and access to political decision-makers.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The various groups who have struggled for access to democratic rights and freedoms and why they were denied access.</li> </ul>

	<ul style="list-style-type: none"> <li>• The outcome of various struggles for civil rights and equality by citizens of North Carolina and the United States.</li> </ul>
<p><b>Essential Standard:</b> 8.C&amp;G.2 Understand the role that citizen participation plays in societal change.</p> <p><b>Concept(s):</b> Societal Change, Citizen Participation, Human Rights, Civil Rights,</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b> What does this standard mean a student will know, understand and be able to do?</p>
<p>8.C&amp;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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Citizen participation takes many different forms in a democratic society.</li> <li>• Political leaders respond to citizen action, although change is often slow.</li> <li>• The effectiveness of an action may be evaluated in different ways.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Democratic political systems are based on the general assumption that the majority of citizens are entitled to make the choice as to what is best for the society, thus all forms of political participation are open to everyone.</li> <li>• The various forms that citizen participation can take.</li> <li>• Instances when citizen action produced societal change.</li> <li>• Criteria to evaluate the effectiveness of various approaches used to effect change (e.g., whether the actors received desired outcomes such as change in laws, access to opportunities otherwise denied).</li> </ul>
<p>8.C&amp;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><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Maintenance of a democratic system is dependent upon the efforts and quality of participation of its citizens.</li> <li>• Attempts to change society may produce unintended consequences.</li> <li>• Change often requires sacrifice.</li> </ul>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The causes, circumstances surrounding and outcomes of various issues that promoted citizen action.</li> </ul>
<p>8.C&amp;G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Participation in a democratic society affords citizens certain human and civil rights.</li> <li>• Differing viewpoints on the extent of human and civil rights often results in conflict.</li> <li>• Human and civil rights issues may have local, national, and international consequences.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The ways in which various human and civil rights issues have impacted North Carolina, the United States and the world.</li> <li>• Various human and civil rights issues that continue to impact North Carolina and the United States (e.g., equal access to a sound basic education, issues of equity and fairness in the workplace, equality of living conditions).</li> </ul>

## Culture

### Essential Standard:

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

**Concept(s): Cultural Influence, Cultural Beliefs, Cultural Practices, Traditions**

### 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 mean a student will know, understand and be able to do?

#### The student will understand:

- Cultural diffusion may alter a society's way of life.
- Cultures change in varying degrees when they come into contact with other cultures.
- As nations become more interdependent, cultural diffusion increases.
- When the values and beliefs held by some individuals and groups are in conflict with those of other individuals and groups, problems may result.
- Values, beliefs, customs and traditions of the past influence future cultural norms and institutions.

#### The student will know:

- The various 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 influence the way of life of Africans and Europeans.
- How American Indians, Africans, and Europeans influenced each other after contact.

<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><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Geographic location contributes to the diversity of human culture.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Information about different immigrant groups’ beliefs, practices and traditions.</li> <li>• Geographic regions and countries for which groups immigrated.</li> </ul>
<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><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The diversity of human thought and behavior contributes to the unique development of a state and nation.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The cultural, political, and economic impact of various immigrant groups (e.g., Quakers, Highland Scots, African, Chinese, Irish) on North Carolina and the United States.</li> <li>• The specific contributions of various groups to the development of North Carolina and the United States.</li> <li>• The contributions of various demographic groups (e.g., women, religious groups, ethnic minorities).</li> </ul>