

# Seymour Public Schools Curriculum

## Grade Eight Social Studies Curriculum

Students in eighth grade Social Studies will demonstrate an understanding of significant events and themes in United States history. They will access and analyze information from a variety of primary and secondary sources. In utilizing the Connecticut Social Studies Framework, the National Council for the Social Studies curriculum standards, and the Common Core State Standards, students' study of social studies will be enriched and appropriately aligned. Students will study the development of the U.S. in the 19<sup>th</sup> century. The class will provide an in depth study of major eras in the growth of America including the Constitution and the New Republic, the growth of the New Nation, the decade preceding the Civil War, the Civil War, Reconstruction, and Manifest Destiny/Westward Expansion.

### Unit 1 – The American Revolution

Using the American Revolution as a focus, learners will gain an understanding of how the quest for independence shaped our country.

### Unit 2 – The Constitution

Using the Constitution as a focus, learners will gain an understanding of why the United States needed a constitution in order to provide for a strong central government.

### Unit 3 – Growth of a Nation

Using the growth of our nation as a focus, learners will gain an understanding of how the nation reflected a growing sense of national pride and unity. The nation also faced two issues of ongoing tension. First was the continuing argument about national versus state power. Second was the clash that was the result of varied economic interests. Gradually, these issues give rise to sectionalism in our country.

### Unit 4 – Pre-Civil War

Using the Pre-Civil War times as a focus, the learners will gain an understanding of how as compromises regarding slavery failed, violence consumed the nation.

### Unit 5 – The Civil War

Using the Civil War as a focus, learners will gain an understanding of how sectionalism and the issue of slavery led our country to divide in two.

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## Unit 6 – Reconstruction

Using the period of Reconstruction as a focus, learners will gain an understanding of how reconstructing a region after a war not only includes rebuilding homes and shops, but also rebuilding social and political systems.

## Unit 7 – Westward Expansion

Using westward expansion as a focus, learners will understand how the expansion changed the geography of our nation and demonstrated the determination of our people.

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<b>Grade: 8</b>	<b>Subject: United States History</b> <b>Unit 1 - Revolutionary War Review</b> <b>2 weeks September</b>
<b>CCSS</b>  <b>Over-arching Standards</b>	<p><i>Reading Standards for Literacy in History/Social Studies 6-12</i></p> <p><b><u>Key Ideas and Details</u></b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b><u>Craft and Structure</u></b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g. sequentially, comparatively, and causally).</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><i>Writing Standards for Literacy in History/Social Studies and Technical Subjects 6-12</i></p> <p><b><u>Text Types and Purposes</u></b></p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Range of Writing</u></b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<b>Enduring Understanding</b>	Political change can occur through both peaceful and revolutionary means.

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<b>Essential Questions</b>	<p>How did the American colonists gain their independence?                  Was the American War for Independence inevitable?                  Do violent conflicts achieve goals?                  Would you have been a revolutionary in 1776?</p>	
<b>CSDE Frameworks Priority Standards</b>	<p>1.1 Significant events and themes in United States History                  1.2 Significant events in local and Connecticut history and their connections to United States History                  2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)                  2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).                  3.1 Use evidence to identify, analyze and evaluate historical interpretations.                  3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.</p>	
<b>Performance Expectations (Student outcomes)</b>	<p>Students will be able to:                  1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.                  1.2.1 Analyze the connections between and among local, state and national historical events.                  2.1.1 Gather information from multiple print and digital sources.                  2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.                  2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.                  2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.                  2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                  2.2.8 Describe how a text presents information.                  2.2.11 Compare information about the same event using a variety of primary sources.                  3.1.2 Compare and contrast two or more interpretations of a historical event.                  3.2.3 Justify why people might have different points of view on a historical or contemporary issue.</p>	
<b>Strategies/Modes (examples)</b>	<b>Materials/Resources (examples)</b>	<b>Assessments (examples)</b>
<p><u>Suggested strategies/modes</u> may include, but are not limited to:</p> <p>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling,</p>	<p><u>Suggested materials/resources</u> may include, but are not limited to:</p> <p>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><u>Suggested Formative Assessments</u> may include, but are not limited to:</p> <p>Pre CFA                  Post CFA                  Journal Responses                  Topic/Thematic/Skills/Quizzes</p>

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<p><b>Gradual Release</b></p>		<p><b>Entrance and Exit Slips</b></p> <p><b>Possible 9/11 Remembrance</b></p> <p><b><u>Mandatory Summative Assessment</u></b></p> <p>The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After researching primary and secondary source documents on the American Revolution, the students will write an essay as they look at a series of events from the American Revolution from both sides (Patriots and Loyalists) and will be able to take and defend their positions in writing. They will support their position with evidence from their research. They will acknowledge competing views. They will give examples from past or current events or issues to illustrate and clarify their position.</p>
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Narrative.....

Subject or course name 6

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<p><b>Grade: 8</b></p>	<p><b>Subject: United States History</b>  <b>Unit 2 - Constitution and the New Republic</b>  <b>7 Weeks – September - November</b></p>
<p><b>CCSS Overarching Standards</b></p>	<p><i>Reading Standards for Literacy in History/Social Studies 6-12</i>  <u><b>Key Ideas and Details</b></u></p> <ol style="list-style-type: none"> <li>2. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>3. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>4. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).</li> </ol> <p style="text-align: center;"><u><b>Craft and Structure</b></u></p> <ol style="list-style-type: none"> <li>5. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</li> </ol> <p><u><b>Integration of Knowledge and Ideas</b></u></p> <ol style="list-style-type: none"> <li>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>9. Analyze the relationship between a primary and secondary source on the same topic.</li> </ol> <p><i>Writing Standards for Literacy in History/Social Studies and Technical Subjects 6-12</i>  <u><b>Text Types and Purposes</b></u></p> <ol style="list-style-type: none"> <li>2. Write arguments focused on discipline-specific content.             <ol style="list-style-type: none"> <li>f. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</li> <li>g. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>h. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li> <li>i. Establish and maintain a formal style.</li> <li>j. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> </ol> <p><u><b>Production and Distribution of Writing</b></u></p>

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	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>Range of Writing</u></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p style="text-align: center;">Conflict resolution can involve aggression, compromise, cooperation, and change. Democratic societies must balance the rights and responsibilities of individuals with the common good.</p>
<p><b>Essential Questions</b></p>	<p style="text-align: center;">Is the Constitution a living document? How was compromise important in increasing support for the Constitution? What values are reflected in the Bill of Rights?</p>
<p><b>CSDE Frameworks Priority Standards</b></p>	<p>2.1 Significant events and themes in United States History</p> <p>2.2 Significant events in local and Connecticut history and their connections to United States History</p> <p>1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.</p> <p>1.8 The interactions between citizens and their government in the making and implementation of laws.</p> <p>1.9 The rights and responsibilities of citizens.</p> <p>2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)</p> <p>2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</p>

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	<p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.</p> <p>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>
<p><b>Performance Expectations (Student outcomes)</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>1.1.2 Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).</li> <li>1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.</li> <li>1.1.10 Evaluate the impact of the compromises made at the Constitutional Convention.</li> <li>1.2.11 Analyze the connections between and among local, state and national historical events.</li> <li>1.7.18 Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples.</li> <li>1.8.19 Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens e.g. amendments, court cases).</li> <li>1.9.20 Analyze U.S. citizens' rights and responsibilities under the Constitution.</li> <li>1.9.21 Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.</li> <li>2.1.1 Gather information from multiple print and digital sources.</li> <li>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</li> <li>2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.</li> <li>2.1.6 Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>2.2.9 Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> <li>2.2.11 Compare information about the same event using a variety of primary sources.</li> <li>2.2.12 Analyze the relationship between a primary and secondary source on the same topic.</li> <li>2.3.19 Write arguments using discipline-specific content.</li> <li>2.3.20 Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.</li> <li>2.3.21 Write informative/explanatory texts, including the narration of historical events.</li> <li>2.4.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p>2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant</p>

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<p>evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.</p> <p>3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.</p> <p>3.1.2 Compare and contrast two or more interpretations of a historical event.</p> <p>3.1.3 Cite evidence to support and/or critique a historian’s interpretation of an event.</p> <p>3.2.5 Justify why people might have different points of view on a historical or contemporary issue.</p> <p>3.3.6 Develop a plan of action to provide a solution to a local, state or national issue.</p> <p>3.3.7 Compare and contrast possible solutions to a current issue citing relevant information.</p>		
<p><b>Strategies/Modes (examples)</b></p>	<p><b>Materials/Resources (examples)</b></p>	<p><b>Assessments (examples)</b></p>
<p><u>Suggested strategies/modes</u> may include, but are not limited to:</p> <p>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release, Debates</p>	<p><u>Suggested materials/resources</u> may include, but are not limited to:</p> <p>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><u>Suggested Formative Assessments</u> may include, but are not limited to:</p> <p>Pre CFA            Post CFA            Journal Responses            Topic/Thematic/Skills/Quizzes            Entrance and Exit Slips            Required Constitution Day Activity</p> <p>After researching primary and secondary source documents on the Constitution, the students will write an essay that discusses how the Constitution addressed weaknesses in the Articles of Confederation. They will support their position with evidence from the texts.</p> <p>After researching primary and secondary source documents on the Constitution, the students will compose their own Bill of</p>

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		<p><b>Rights for children and will be able to defend their choices in writing. They will support their position with evidence from the texts.</b></p> <p><b><u>Mandatory Summative Assessment</u></b></p> <p><b>The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</b></p> <p><b>After researching primary and secondary source documents on the Constitution, the students will write an essay that discusses a series of events on the writing of the Constitution from both sides (Federalists and Anti-Federalists) and will be able to take a stand on each sides position and defend it in writing. They will support their position with evidence from the texts.</b></p> <p><b><u>Benchmark Assessment</u></b></p> <p><b>The students will choose either a key person or key event that occurred during the period of the American Revolution or the Constitution and prove why that person or event had the greatest effect on American history. The students will research and justify their choice of person or event in writing.</b></p>
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Grade: 8	<p>Subject: United States History Unit 3 - Growth of a Nation 4 Weeks November-December</p>
CCSS Overarching Standards	<p style="text-align: center;"><i>Reading Standards for Literacy in History/Social Studies 6-12</i></p> <p><b><u>Key Ideas and Details</u></b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>3. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).</li> </ol> <p><b><u>Craft and Structure</u></b></p> <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>5. Describe how a text presents information (e.g. sequentially, comparatively, and causally).</li> </ol> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <ol style="list-style-type: none"> <li>7. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> <li>8. Distinguish among fact, opinion, and reasoned judgment in a text.</li> </ol> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <ol style="list-style-type: none"> <li>10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</li> </ol> <p style="text-align: center;"><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</i></p> <p><b><u>Text Type and Purposes</u></b></p> <ol style="list-style-type: none"> <li>3. Write arguments focused on discipline-specific content.             <ol style="list-style-type: none"> <li>k. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</li> <li>l. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>m. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li> <li>n. Establish and maintain a formal style.</li> <li>o. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> </li> </ol> <p><b><u>Production and Distribution of Writing</u></b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ol>

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	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b><u>Range of Writing</u></b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p style="text-align: center;">People are affected by environmental, economic, social, cultural, and civic concerns. Decisions concerning the allocation and use of economic resources impact individuals and groups.</p>
<p><b>Essential Questions</b></p>	<p style="text-align: center;">How do the beliefs and values of a diverse culture affect individuals and society? What effect does the economy have on society?</p>
<p><b>CSDE Frameworks Priority Standards</b></p>	<p>3.1 Significant events and themes in United States History</p> <p>3.2 Significant events in local and Connecticut history and their connections to United States history.</p> <p>1.4 Geographical space and place.</p> <p>1.5 Interaction of humans and the environment.</p> <p>1.10 How limited resources influence economic decisions.</p> <p>1.11 How different economic systems organize resources.</p> <p>1.12 The interdependence of local, national and global economies</p> <p>1.13 The characteristics of and interactions among culture, social systems and institution.</p> <p>2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</p>

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	<p><b>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</b></p> <p><b>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.</b></p> <p><b>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b></p>
<p><b>Performance Expectations (Student outcomes)</b></p>	<p><b>Students will be able to:</b></p> <p><b>1.1.3 Evaluate the influences that contributed to American social reform movements.</b></p> <p><b>1.1.4 Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.</b></p> <p><b>1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.</b></p> <p><b>1.2.11 Analyze the connections between and among local, state and national historical events.</b></p> <p><b>1.4.15 Examine how geography influenced the economic and political development of the United States.</b></p> <p><b>1.5.16 Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.</b></p> <p><b>1.10.23 Analyze how technology has influenced productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, and computers).</b></p> <p><b>1.11.24 Analyze the relationship between supply and demand and the prices of goods and services in a market economy.</b></p> <p><b>1.12.25 Identify and analyze specific factors that promoted growth and economic expansion in the United States.</b></p> <p><b>1.12.26 Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, “cotton culture”).</b></p> <p><b>1.13.27 Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.</b></p> <p><b>2.1.1 Gather information from multiple print and digital sources.</b></p> <p><b>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</b></p> <p><b>2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</b></p> <p><b>2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.</b></p> <p><b>2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</b></p> <p><b>2.2.10 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</b></p> <p><b>2.2.11 Compare information about the same event using a variety of primary sources.</b></p>

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- 2.2.12 Analyze the relationship between a primary and secondary source on the same topic.
- 2.2.14 Identify aspects of text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of certain facts) and detect and analyze propaganda, censorship and bias.
- 2.2.16 Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).
- 2.2.18 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 2.3.19 Write arguments using discipline-specific content.
- 2.3.21 Write informative/explanatory texts, including the narration of historical events.
- 2.3.23 Integrate information from multiple print and digital sources without plagiarism.
- 2.4.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others’ ideas and expressing their own clearly.
- 2.4.25 Orally present information on social studies events or issues and support with primary and secondary evidence.
- 2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.
- 3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.
- 3.1.2 Compare and contrast two or more interpretations of a historical event.
- 3.2.4 Analyze the options available to an individual in a historical or contemporary situation.
- 3.2.5 Justify why people might have different points of view on a historical or contemporary issue.
- 3.3.6 Develop a plan of action to provide a solution to a local, state or national issue.
- 3.3.7 Compare and contrast possible solutions to a current issue citing relevant information.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><b><u>Suggested strategies/modes</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release, Debates</b> </p>	<p><b><u>Suggested materials/resources</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic Magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</b> </p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><b><u>Suggested Formative Assessments</u> may include, but are not limited to:</b></p> <p> <b>Pre CFA                      Post CFA                      Journal Responses                      Topic/Thematic/Skills/Quizzes                      Entrance and Exit Slips</b> </p> <p>After researching primary and secondary source documents on federal vs. state rights to rule, the students will write an article that states their position on whether the federal government or the states should legislate student learning. They will support their position with evidence from their texts.</p> <p>After researching primary and secondary source documents on Indian removal, the students will write an essay that argues their position on whether or not the Trail of Tears Indian removal was valid. The students will also include their thoughts on whether or not a President today could take actions contrary to a Supreme Court decision. They will support their position with evidence from their research. They will acknowledge competing views. They will give examples from past or current events or issues to illustrate and clarify their position.</p>

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		<p>After researching primary and secondary source documents on the economy in our nation in the early 19<sup>th</sup> century, the students will write an essay and describe the development of the sectional American economy during this era. They will support their position with evidence from their research.</p> <p><b><u>Mandatory Summative Assessment</u></b></p> <p>The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After researching primary and secondary source documents on the Presidents, the students will write an essay analyzing how the President's role has evolved from the founding fathers through Andrew Jackson. The students will then choose a President and prove why that President made the greatest impact on our society. They will support their position with evidence from their research. The students will give examples from current events or issues to illustrate and clarify their position.</p>
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# Seymour Public Schools Curriculum

## Grade Eight Social Studies Curriculum

Narrative.....

# Seymour Public Schools Curriculum

Grade: 8	Subject: United States history Unit – 4 Pre-Civil War 4 Weeks December-January
CCSS Overarching Standards	<p style="text-align: center;"><i>Reading Standards for Literacy in History/Social Studies 6-12</i></p> <p><b><u>Key Ideas and Details</u></b></p> <p>6. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>7. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>8. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).</p> <p><b><u>Craft and Structure</u></b></p> <p>9. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>10. Describe how a text presents information (e.g. sequentially, comparatively, and causally).</p> <p>11. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p>10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p style="text-align: center;"><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</i></p> <p><b><u>Text Type and Purposes</u></b></p> <p>4. Write arguments focused on discipline-specific content.</p> <p style="padding-left: 20px;">p. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</p> <p style="padding-left: 20px;">q. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p style="padding-left: 20px;">r. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p style="padding-left: 20px;">s. Establish and maintain a formal style.</p> <p style="padding-left: 20px;">t. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><u>Production and Distribution of Writing</u></b></p>

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	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Range of Writing</u></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p style="text-align: center;">People respond to and resolve conflicts through aggression, compromise, and cooperation. Democratic societies must balance the rights and responsibilities of individuals with the common good.</p>
<p><b>Essential Questions</b></p>	<p style="text-align: center;">How does social/cultural conflict shape history? Was the Civil War inevitable?</p>
<p><b>CSDE Frameworks Priority Standards</b></p>	<p>4.1 Significant events and themes in United States History</p> <p>1.3 Significant events and themes in world history/international studies.</p> <p>1.4 Geographical space and place.</p> <p>1.12 The interdependence of local, national and global economies</p> <p>1.13 The characteristics of and interactions among culture, social systems and institutions.</p> <p>2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</p> <p>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.</p> <p>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</p> <p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</p> <p>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.</p>

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<b>Performance Expectations (Student outcomes)</b>	<p><b>Students will be able to:</b></p> <p>1.1.2 Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).</p> <p>1.3.12 Assess the slave trade’s impact on American social institutions.</p> <p>1.3.13 Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition).</p> <p>1.4.15 Examine how geography influenced the economic and political development of the United States.</p> <p>1.12.26 Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, “cotton culture”).</p> <p>1.13.29 Examine how stereotypes develop and explain their impact on history and contemporary events.</p> <p>2.1.1 Gather information from multiple print and digital sources.</p> <p>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</p> <p>2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.</p> <p>2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>2.2.10 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>2.2.11 Compare information about the same event using a variety of primary sources.</p> <p>2.2.12 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>2.2.14 Identify aspects of text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of certain facts) and detect and analyze propaganda, censorship and bias.</p> <p>2.2.16 Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).</p> <p>2.2.18 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>2.3.19 Write arguments using discipline-specific content.</p> <p>2.3.20 Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.</p> <p>2.3.21 Write informative/explanatory texts, including the narration of historical events.</p> <p>2.3.23 Integrate information from multiple print and digital sources without plagiarism.</p> <p>2.3.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>2.4.25 Orally present information on social studies events or issues and support with primary and secondary evidence.</p> <p>2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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<p>2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.</p> <p>3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.</p> <p>3.1.2 Compare and contrast two or more interpretations of a historical event.</p> <p>3.1.3 Cite evidence to support and/or critique a historian’s interpretation of an event.</p> <p>3.2.4 Analyze the options available to an individual in a historical or contemporary situation.</p> <p>3.2.5 Justify why people might have different points of view on a historical or contemporary issue.</p>		
<p><b>Strategies/Modes (examples)</b></p>	<p><b>Materials/Resources (examples)</b></p>	<p><b>Assessments (examples)</b></p>
<p><u>Suggested strategies/modes</u> may include, but are not limited to:</p> <p>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release</p>	<p><u>Suggested materials/resources</u> may include, but are not limited to:</p> <p>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><u>Suggested Formative Assessments</u> may include, but are not limited to:</p> <p>Pre CFA Post CFA Journal Responses Topic/Thematic/Skills/Quizzes Entrance and Exit Slips</p> <p>After researching primary and secondary source documents on Pre-Civil War times, the students will write an essay that discusses social/cultural conflict and evaluate how it shapes history. They will support their position with evidence from their research.</p> <p><b>Mandatory</b> The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make</p>

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		<p>a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After researching primary and secondary source documents on Pre-Civil War times, The students will analyze how the economic divisions between the North and South and the spread of slavery had far reaching consequences for our country. They will then take a stand and write an editorial on whether or not the Civil War was inevitable. They will support their position with evidence from their research. They will acknowledge competing views. The students will give two examples from past or current events or issues to illustrate and clarify their position.</p> <p><b><u>Benchmark Assessment</u></b></p> <p>The students will choose either a key person or key event that occurred during the Growth of our Nation or the Pre-Civil War period and prove why that person or event had the greatest effect on American history. The students will research and justify their choice of person or event in writing.</p>
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# Seymour Public Schools Curriculum

## Grade Eight Social Studies Curriculum

Narrative.....

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<b>Grade:</b>	<b>Subject:</b> United States History Unit 5 - Civil War 8 weeks February - April
<b>CCSS Over-arching Standards</b>	<p style="text-align: center;"><i>Reading Standards for Literacy in History/Social Studies 6-12</i></p> <p><b><u>Key Ideas and Details</u></b></p> <p>12. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>13. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>14. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).</p> <p><b><u>Craft and Structure</u></b></p> <p>15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>16. Describe how a text presents information (e.g. sequentially, comparatively, and causally).</p> <p>17. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p>10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p style="text-align: center;"><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</i></p> <p><b><u>Text Type and Purposes</u></b></p> <p>5. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>u. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</li> <li>v. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>w. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li> <li>x. Establish and maintain a formal style.</li> </ul>

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	<p>y. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><u>Text Types and Purposes</u></b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotation, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b><u>Range of Writing</u></b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p>Democratic societies must balance the rights and responsibilities of individuals with the common good. People are affected by environmental, economic, social, cultural, and civic concerns.</p>
<p><b>Essential Questions</b></p>	<p>How did people, places, and things affect the outcome of the Civil War? Was the Civil War worth its costs? How are civil liberties challenged during times of conflict and change?</p>

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<p><b>CSDE Frameworks Priority Standards</b></p>	<p>5.1 Significant events and themes in United States history                      5.2 Significant events in local and Connecticut history and their connections to United States history.                      5.3 Significant events and themes in world history/international studies.                      1.4 Geographical space and place.                      1.5 Interaction of humans and the environment.                      1.8 The interactions between citizens and their government in the making and implementation of laws.                      1.9 The rights and responsibilities of citizens.                      1.12 The interdependence of local, national and global economies                      1.13 The characteristics of and interactions among culture, social systems and institution.</p> <p>2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).                      2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).                      2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.                      2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.                      2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays)</p> <p>3.1 Use evidence to identify, analyze and evaluate historical interpretations.                      3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.                      3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>
<p><b>Performance Expectations (Student outcomes)</b></p>	<p>The students will be able to:                      1.1.1 Create historical timelines and interpret the data presented in the timelines.                      1.1.2 Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).                      1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.                      1.1.6 Compare and contrast the causes and effects of the American Revolution and the Civil War.                      1.2.11 Analyze the connections between and among local, state and national historical events.                      1.3.12 Assess the slave trade's impact on American social institutions.</p>

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- 1.3.13 Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition).
- 1.4.15 Examine how geography influenced the economic and political development of the United States.
- 1.5.16 Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment.
- 1.8.19 Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens e.g. amendments, court cases).
- 1.9.22 Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).
- 1.12.25 Identify and analyze specific factors that promoted growth and economic expansion in the United States.
- 1.12.26 Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, "cotton culture").
- 1.13.27 Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.
- 1.13.28 Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.
- 1.13.29 Examine how stereotypes develop and explain their impact on history and contemporary events.
- 2.1.1 Gather information from multiple print and digital sources.
- 2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.
- 2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.
- 2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.
- 2.1.6 Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 2.2.8 Describe how a text presents information (e.g. sequentially, comparatively, and causally).
- 2.2.9 Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 2.2.10 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 2.2.11 Compare information about the same event using a variety of primary sources.
- 2.2.12 Analyze the relationship between a primary and secondary source on the same topic.
- 2.2.13 Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.
- 2.2.14 Identify aspects of text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of certain facts) and detect and analyze propaganda, censorship and bias.
- 2.2.15 Distinguish among fact, opinion, and reasoned judgment in a text.
- 2.2.16 Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).
- 2.2.17 Analyze maps and charts to support conclusions about historical events.
- 2.2.18 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 2.3.19 Write arguments using discipline-specific content.
- 2.3.20 Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event

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	<p>or social studies issue and support it with relevant evidence.</p> <p>2.3.21 Write informative/explanatory texts, including the narration of historical events.</p> <p>2.3.22 Organize and cite evidence from primary and secondary sources to support conclusions in an essay.</p> <p>2.3.23 Integrate information from multiple print and digital sources without plagiarism.</p> <p>2.4.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.</p> <p>2.4.25 Orally present information on social studies events or issues and support with primary and secondary evidence.</p> <p>2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.</p> <p>3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.</p> <p>3.1.2 Compare and contrast two or more interpretations of a historical event.</p> <p>3.1.3 Cite evidence to support and/or critique a historian's interpretation of an event.</p> <p>3.2.4 Analyze the options available to an individual in a historical or contemporary situation.</p> <p>3.2.5 Justify why people might have different points of view on a historical or contemporary issue.</p> <p>3.3.7 Compare and contrast possible solutions to a current issue citing relevant information.</p>	
<p><b>Strategies/Modes (examples)</b></p> <p><u>Suggested strategies/modes</u> may include, but are not limited to:</p> <p>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release, Debates</p>	<p><b>Materials/Resources (examples)</b></p> <p><u>Suggested materials/resources</u> may include, but are not limited to:</p> <p>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</p>	<p><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><u>Suggested Formative Assessments</u> may include, but are not limited to:</p> <p>Pre CFA Post CFA Journal Responses Topic/Thematic/Skills/Quizzes Entrance and Exit Slips</p>

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		<p>After researching primary and secondary source documents on the Civil War, the students will write an essay that discusses how the North and the South handled dissenters and evaluates how civil liberties were challenged during this time of conflict. The students will also give two examples of how our civil liberties are challenged today.</p> <p><b>Mandatory</b> The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After reading primary and secondary source documents on the Civil War, the students will write an editorial in which they argue their position on whether the Civil War was worth the cost to our nation. They will support their position with evidence from their research. They will examine competing views on the Civil War and give two examples from past or current events or issues to illustrate and clarify their position.</p> <p><b><u>Benchmark Assessment</u></b></p> <p>The students will choose either a key person or key event that occurred during the Civil War period and prove why that person or event had the greatest effect on American history. The students will research and justify their choice of person or event in writing.</p>
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# Seymour Public Schools Curriculum

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## Grade Eight Social Studies Curriculum

Narrative.....

# Seymour Public Schools Curriculum

<b>Grade: 8</b>	<b>Subject: United States history</b> <b>Unit 6 Reconstruction</b> <b>April - May</b>
<b>CCSS Overarching Standards</b>	<i>Reading Standards for Literacy in History/Social Studies 6-12</i>
	<p><b><u>Key Ideas and Details</u></b></p> <p>18. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>19. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b><u>Craft and Structure</u></b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p>10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</i></p> <p><b><u>Text Type and Purposes</u></b></p> <p>6. Write arguments focused on discipline-specific content.</p> <p style="padding-left: 20px;">z. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</p> <p style="padding-left: 20px;">aa. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p style="padding-left: 20px;">bb. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p style="padding-left: 20px;">cc. Establish and maintain a formal style.</p> <p style="padding-left: 20px;">dd. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b><u>Text Types and Purposes</u></b></p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p style="padding-left: 20px;">a. Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader</p>

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	<p>categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotation, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b><u>Range of Writing</u></b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p style="text-align: center;">Rebuilding the nation politically, economically and socially was a difficult undertaking. Reconstruction greatly redefined the place of African Americans in American society.</p>
<p><b>Essential Questions</b></p>	<p style="text-align: center;">Did the United States successfully reunite after the Civil War? How did Reconstruction change life for African Americans?</p>
<p><b>CSDE Frameworks Priority Standards</b></p>	<p style="text-align: center;"><b>Standard 1: Content Knowledge</b> <b>Strand:</b></p> <p>6.1 Significant events and themes in United States history 6.2 Significant events in local and Connecticut history and their connections to United States history.</p>

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- 1.4 Geographical space and place.
- 1.5 Interaction of humans and the environment.
- 1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.
- 1.8 The interactions between citizens and their government in the making and implementation of laws.
- 1.9 The rights and responsibilities of citizens.
- 1.13 The characteristics of and interactions among culture, social systems and institution.

## Standard 2: History/Social Studies

### Strand:

- 2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
- 2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).
- 2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.
- 2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
- 2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).

## Standard 3: Civic Engagement

### Strand:

- 3.1 Use evidence to identify, analyze and evaluate historical interpretations.
- 3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.
- 3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

(refer to frameworks)

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<b>Performance Expectations (Student outcomes)</b>	<p>The students will be able to:</p> <p>1.1.1 Create historical timelines and interpret the data presented in the timelines.</p> <p>1.1.2 Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).</p> <p>1.1.3 Evaluate the influences that contributed to American social reform movements.</p> <p>1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.</p> <p>1.1.6 Compare and contrast the causes and effects of the American Revolution and the Civil War</p> <p>1.2.11 Analyze the connections between and among local, state and national historical events.</p> <p>1.4.15 Examine how geography influenced the economic and political development of the United States.</p> <p>1.5.16 Weigh the impact of America’s Industrial Revolution, industrialization and urbanization on the environment.</p> <p>1.7.18 Differentiate the functions (including checks and balances) of the United States’ three branches of government, using contemporary examples.</p> <p>1.8.19 Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens e.g. amendments, court cases).</p> <p>1.9.20 Analyze U.S. citizens’ rights and responsibilities under the Constitution.</p> <p>1.9.22 Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).</p> <p>1.13.27 Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.</p> <p>1.13.28 Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.</p> <p>1.13.29 Examine how stereotypes develop and explain their impact on history and contemporary events.</p> <p>2.1.1 Gather information from multiple print and digital sources.</p> <p>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.</p> <p>2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.</p> <p>2.1.6 Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>2.2.9 Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>2.2.10 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>2.2.11 Compare information about the same event using a variety of primary sources.</p> <p>2.2.12 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>2.2.13 Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.</p> <p>2.2.14 Identify aspects of text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of certain facts) and detect and analyze propaganda, censorship and bias.</p>
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- 2.2.15 Distinguish among fact, opinion, and reasoned judgment in a text.
- 2.2.16 Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).
- 2.2.17 Analyze maps and charts to support conclusions about historical events.
- 2.2.18 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 2.3.19 Write arguments using discipline-specific content.
- 2.3.20 Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.
- 2.3.21 Write informative/explanatory texts, including the narration of historical events.
- 2.3.22 Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
- 2.3.23 Integrate information from multiple print and digital sources without plagiarism.
- 2.4.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.
- 2.4.25 Orally present information on social studies events or issues and support with primary and secondary evidence.
- 2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 2.5.27 Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- 2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.
- 3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.
- 3.1.2 Compare and contrast two or more interpretations of a historical event.
- 3.1.3 Cite evidence to support and/or critique a historian's interpretation of an event.
- 3.2.4 Analyze the options available to an individual in a historical or contemporary situation.
- 3.2.5 Justify why people might have different points of view on a historical or contemporary issue.
- 3.3.7 Compare and contrast possible solutions to a current issue citing relevant information.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><b><u>Suggested strategies/modes</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release, Debates</b> </p>	<p><b><u>Suggested materials/resources</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</b> </p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><b><u>Suggested Formative Assessments</u> may include, but are not limited to:</b></p> <p> <b>Pre CFA                      Post CFA                      Journal Responses                      Topic/Thematic/Skills/Quizzes                      Entrance and Exit Slips</b> </p> <p>After reading primary and secondary sources about slavery, write an article about life as a slave from the perspective of a slave and as a free African American. Support your writing with evidence from the texts.</p> <p><b>Mandatory</b>                      The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After reading primary and secondary sources on the post-Civil War era, write an essay that identifies a problem related to economic, political or social issues faced by the South and argue for a solution that could have been (or was) used to aid its recovery. Support your position with evidence from the texts. Be sure to examine competing</p>

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		<b>views. Give two examples from past or current events or issues to illustrate and clarify your position.</b>
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## Grade Eight Social Studies Curriculum

Narrative.....

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Grade: 8	Subject: United States history Unit 7 - Westward Expansion 3 weeks May - June
CCSS Overarching Standards	<p style="text-align: center;"><i>Reading Standards for Literacy in History/Social Studies 6-12</i></p> <p><b><u>Key Ideas and Details</u></b></p> <p>20. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>21. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b><u>Craft and Structure</u></b></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g. sequentially, comparatively, and causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p>10. By the end of grade 8 read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p style="text-align: center;"><i>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</i></p> <p><b><u>Text Type and Purposes</u></b></p> <p>7. Write arguments focused on discipline-specific content.</p> <p style="padding-left: 20px;">ee. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claim(s), and organize the reasons and evidence logically.</p> <p style="padding-left: 20px;">ff. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p style="padding-left: 20px;">gg. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p style="padding-left: 20px;">hh. Establish and maintain a formal style.</p> <p style="padding-left: 20px;">ii. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow: organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotation, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b><u>Range of Writing</u></b></p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>
<p><b>Enduring Understanding</b></p>	<p>The story of westward expansion involved settlers moving onto land already occupied by Native Americans, which led to conflict.</p> <p>Life in the West was very challenging and did not generally live up to the idealized and romantic notions that people sometimes have ascribed to it.</p>

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<b>Essential Questions</b>	<p style="text-align: center;"><b>What might 19<sup>th</sup> century Native Americans have said about Manifest Destiny? Why would they have taken this perspective?</b></p> <p style="text-align: center;"><b>What would it have been like to walk in the shoes of a 19<sup>th</sup> century settler in the West?</b></p>
<b>CSDE Frameworks Priority Standards</b>	<p><b>7.1 Significant events and themes in United States history</b></p> <p><b>1.4 Geographical space and place.</b></p> <p><b>1.5 Interaction of humans and the environment.</b></p> <p><b>1.6 Patterns of human movement across time and place.</b></p> <p><b>1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.</b></p> <p><b>1.8 The interactions between citizens and their government in the making and implementation of laws.</b></p> <p><b>1.9 The rights and responsibilities of citizens.</b></p> <p><b>1.10 How limited resources influence economic decisions.</b></p> <p><b>1.13 The characteristics of and interactions among culture, social systems and institution.</b></p> <p><b>2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</b></p> <p><b>2.2 Interpret information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).</b></p> <p><b>2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.</b></p> <p><b>2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</b></p> <p><b>2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).</b></p> <p><b>3.1 Use evidence to identify, analyze and evaluate historical interpretations.</b></p> <p><b>3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternate points of view.</b></p> <p><b>3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</b></p>
<b>Performance Expectations (Student outcomes)</b>	<p><b>The students will be able to:</b></p> <p><b>1.1.1 Create historical timelines and interpret the data presented in the timelines.</b></p> <p><b>1.1.5 Analyze how specific individuals and their ideas and beliefs influenced U.S. History.</b></p> <p><b>1.1.8 Analyze the similarities and differences between Manifest Destiny in the 1840's and late 19<sup>th</sup> century imperialism.</b></p>

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- 1.1.9 Evaluate the impact of America's westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act).
- 1.4.15 Examine how geography influenced the economic and political development of the United States.
- 1.5.16 Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment.
- 1.6.17 Analyze and draw conclusions about the impact of immigration on the United States at different stages in its history.
- 1.7.18 Differentiate the functions (including checks and balances) of the United States' three branches of government, using contemporary examples.
- 1.8.19 Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens e.g. amendments, court cases).
- 1.9.20 Analyze U.S. citizens' rights and responsibilities under the Constitution.
- 1.9.21 Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and the Bill of Rights.
- 1.9.22 Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).
- 1.10.23 Analyze how technology has influenced productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, and computers).
- 1.13.27 Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.
- 1.13.28 Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.
- 1.13.29 Examine how stereotypes develop and explain their impact on history and contemporary events.
- 2.1.1 Gather information from multiple print and digital sources.
- 2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.
- 2.1.3 Determine the central ideas or information of a primary or secondary source and provide an accurate summary.
- 2.1.5 Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.
- 2.1.6 Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 2.2.7 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 2.2.8 Describe how a text presents information (e.g. sequentially, comparatively, or causally).
- 2.2.9 Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 2.2.10 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- 2.2.11 Compare information about the same event using a variety of primary sources.
- 2.2.12 Analyze the relationship between a primary and secondary source on the same topic.
- 2.2.13 Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.
- 2.2.14 Identify aspects of text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of certain facts) and detect and analyze propaganda, censorship and bias.

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- 2.2.15 Distinguish among fact, opinion, and reasoned judgment in a text.
- 2.2.16 Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).
- 2.2.17 Analyze maps and charts to support conclusions about historical events.
- 2.2.18 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 2.3.19 Write arguments using discipline-specific content.
- 2.3.20 Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.
- 2.3.21 Write informative/explanatory texts, including the narration of historical events.
- 2.3.22 Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
- 2.3.23 Integrate information from multiple print and digital sources without plagiarism.
- 2.4.24 Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.
- 2.4.25 Orally present information on social studies events or issues and support with primary and secondary evidence.
- 2.4.26 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 2.5.27 Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
- 2.5.28 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.
- 3.1.1 In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.
- 3.1.2 Compare and contrast two or more interpretations of a historical event.
- 3.1.3 Cite evidence to support and/or critique a historian's interpretation of an event.
- 3.2.4 Analyze the options available to an individual in a historical or contemporary situation.
- 3.2.5 Justify why people might have different points of view on a historical or contemporary issue.
- 3.3.7 Compare and contrast possible solutions to a current issue citing relevant information.

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Strategies/Modes (examples)	Materials/Resources (examples)	Assessments (examples)
<p><b><u>Suggested strategies/modes</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Class Discussion, Small Group Discussion, Primary/Secondary Source Analysis, Graphic Organizers, Read-Pair-Share, Turn and Talks, Jig-Saw Method, Quick Writes and Extended Response Writing, Gallery Walks, Note-Taking, Modeling, Small Group Instruction, Journaling, Gradual Release, Debates</b> </p>	<p><b><u>Suggested materials/resources</u> may include, but are not limited to:</b></p> <p style="text-align: center;"> <b>Primary and Secondary Source Documents, Articles, Graphic Organizers, Smart Board, Textbook, Artifacts, and Illustrations, Videos, Teacher Created Supplemental Materials, Journals, Junior Scholastic magazines, Various Newspaper/Internet News Articles, Rubrics, Maps, Artifacts, Poetry, Music</b> </p>	<p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.</p> <p><b><u>Suggested Formative Assessments</u> may include, but are not limited to:</b></p> <p> <b>Pre CFA                      Post CFA                      Journal Responses                      Topic/Thematic/Skills/Quizzes                      Entrance and Exit Slips</b> </p> <p>After researching the concept of Manifest Destiny on 19<sup>th</sup> century Native Americans, write an essay from the perspective of a Native American on how it affected their lives. Support your position with evidence from your research. Be sure to acknowledge varying views. Give examples from past or current events or issues to illustrate and clarify your position.</p> <p><b>Mandatory</b>                      The summative assessment in this unit will require students to read primary and secondary source documents(digital or print), discuss relevant information as a group or with a partner, independently make a claim, and then write a task response of their findings citing evidence from the text.</p> <p>After researching primary and secondary sources on westward expansion, write an article that discusses life as a 19<sup>th</sup> century settler in the West and evaluates how their courage has shaped the way Americans see</p>

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		<p>themselves today. Be sure to support your position with evidence from your research.</p> <p><b><u>Benchmark Assessment</u></b></p> <p>The students will choose either a key person or key event that occurred during the period of Reconstruction and Westward Expansion and prove why that person or event had the greatest effect on American history. The students will research and justify their choice of person or event in writing.</p> <p><b><u>Culminating Benchmark Project</u></b></p> <p>The students will choose either a key person or key event that occurred during the period of the American Revolution through the period of Westward Expansion and prove why that person or event had the greatest impact on American history. The students will research and justify their choice of person or event in writing.</p>
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