

INSTRUCTIONAL FOCUS DOCUMENT

Grade 8 Social Studies

TITLE : Unit 10: Civil War – The Endangered Union 1860-1865

SUGGESTED DURATION : 10 days

UNIT OVERVIEW

This unit bundles student expectations that address the causes of the Civil War, major battles of the Civil War, and the leadership of both the Union and Confederate Presidents.

Prior to this unit, students learned about section tensions that divided the United States prior to the Civil War and the compromises created to address those divisions. During this unit students examine how the Civil War started, the significant individuals and events associated with the Civil War, along with Lincolns efforts to preserve the union.

In the next unit students examine the Reconstruction of the union following the Civil War.

OVERARCHING UNDERSTANDINGS AND QUESTIONS

Strong leaders emerge during times of crisis.

- Are people born leaders or do they develop into leaders?

PERFORMANCE ASSESSMENT(S)	OVERARCHING CONCEPTS UNIT CONCEPTS	UNIT UNDERSTANDINGS
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<p>US History to 1877 Unit 10 PA 01 Click on the PA title to view related rubric.</p> <p>Write a news report announcing the beginning of the American Civil War. The news report should include a lead paragraph containing who, what, when, where and how related to the start of the Civil War. The report should include a second paragraph relating details about the views of Davis and Lincoln in regards to the start of the Civil War.</p> <p>Standard(s): 8.1A , 8.1B , 8.8A , 8.8B , 8.8C , 8.17B , 8.29B , 8.30B , 8.30D</p>	<p>Civic Engagement</p> <ul style="list-style-type: none"> Laws, Rules, Political Processes <p>Historical Processes</p> <ul style="list-style-type: none"> Conflict/Cooperation 	<p>The election of 1860 further divided the United States and led to the start of the Civil War.</p> <ul style="list-style-type: none"> How did the election of Abraham Lincoln further divide the United States? What event marked the beginning of the American Civil War? What reasoning did Jefferson Davis use to justify secession of the southern states? How did Lincolns' ideas in his first inaugural address compare to those of Jefferson Davis?
<p>US History to 1877 Unit 10 PA 02 Click on the PA title to view related rubric.</p> <p>Create a storyboard depicting the major events and leaders of the American Civil War. The storyboard should include six panels. Each panel should include an illustration and explanation of the importance of the illustrated event or leader.</p> <p>Standard(s): 8.1C , 8.8A , 8.8B , 8.10A , 8.10C , 8.22B , 8.29B , 8.30D ELPS.c.1C , ELPS.c.5B</p>	<p>Historical Processes</p> <ul style="list-style-type: none"> Conflict/Cooperation 	<p>Prominent leaders on both sides of the Civil War made military and political decisions that affected the outcome of the war.</p> <ul style="list-style-type: none"> Who were the military and political leaders of the Union and the Confederacy and what role did they have in fighting the Civil War? What military decisions/battles affected the fighting the Civil War? How did signing the Emancipation Proclamation affect the course of the Civil War? What was significant about General Lee's surrender?

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<p>US History to 1877 Unit 10 PA 03 Click on the PA title to view related rubric.</p> <p>Analyze both the Gettysburg Address and Lincoln’s second inaugural address. Choose three textual examples from the two sources that exemplify Lincoln’s ideas about the union.</p> <p>Standard(s): 8.8C , 8.22A , 8.29B , 8.29D</p>	<p>Political Patterns</p> <ul style="list-style-type: none"> Ideologies 	<p>Abraham Lincoln’s dedication to preservation of the union was evident in the Gettysburg Address and his second inaugural address.</p> <ul style="list-style-type: none"> What changes did Lincoln argue for to preserve the union? How did Lincoln’s assassination affect the people of the United States?



MISCONCEPTIONS / UNDERDEVELOPED CONCEPTS

UNIT VOCABULARY

secession – the withdrawal of a state from a union

confederacy – an alliance formed for a common purpose

Related Vocabulary

- states' rights
- sectionalism
- cede

SYSTEM RESOURCES

[Social Studies K-12 Concept Tree](#)
[US History to 1877 Backward Design](#)

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	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • <i>Bolded black text in italics:</i> Knowledge and Skills Statement (TEKS) • Bolded black text: Student Expectation (TEKS) • <i>Bolded red text in italics:</i> Student Expectation identified by TEA as a Readiness Standard for STAAR • <i>Bolded green text in italics:</i> Student Expectation identified by TEA as a Supporting Standard for STAAR • Strike-through: Indicates portions of the Student Expectation that are not included in this unit but are taught in previous or future unit 	<p><u>Legend:</u></p> <ul style="list-style-type: none"> • Blue text: Supporting Information / Clarifications from TCMPC (Specificity) • <i>Blue Italic text:</i> Provides unit-specific clarification • Black text: TEA Texas Response to Curriculum Focal Points (TxRCFP); Texas College and Career Readiness Standards (TxCCRS); TEA STAAR
<u>8</u>	History.	
<u>8.1</u>	<i>History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:</i>	
<u>8.1A</u>	Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson,	<p>Identify</p> <p>MAJOR ERAS AND EVENTS IN U.S. HISTORY THROUGH 1877</p> <p>Describe</p>

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	<p>westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.</p> <p><i>Readiness Standard</i></p>	<p>CAUSE AND EFFECTS OF MAJOR ERAS AND EVENTS IN U.S. HISTORY THROUGH 1877</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Civil War <ul style="list-style-type: none"> Secession Slavery and states' rights Abraham Lincoln Confederate States of America Union
<u>8.1B</u>	<p>Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p><i>Supporting Standard</i></p>	<p>Apply</p> <p>ABSOLUTE AND RELATIVE CHRONOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Absolute chronology <ul style="list-style-type: none"> Significant individuals, events and time periods listed in the Grade 8 TEKS Absolute chronology – exact date Relative chronology <ul style="list-style-type: none"> Significant individuals, events, and time periods listed in the Grade 8 TEKS Relative chronology – general time period or era
<u>8.1C</u>	<p>Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of</p>	<p>Explain</p> <p>SIGNIFICANCE OF DATES</p>

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	<p>Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.</p> <p><i>Supporting Standard</i></p>	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> 1861-1865 – Civil War, significant because it resulted in huge loss of lives, settled the slavery issue in the United States, and preserved the union
<u>8.8</u>	<p><i>History. The student understands individuals, issues, and events of the Civil War. The student is expected to:</i></p>	
<u>8.8A</u>	<p>Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar.</p> <p><i>Supporting Standard</i></p>	<p>Explain</p> <p>ROLES PLAYED BY SIGNIFICANT INDIVIDUALS DURING THE CIVIL WAR</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Jefferson Davis – President of the Confederate States of America Ulysses S. Grant – commander of the Union army; By September 1861 he was promoted to general. After a series of victories, including the capture of Vicksburg, Lincoln gave him command of the Union army. He created an overall plan concentrated on Sherman's march through Georgia and his own assault on the Confederate army in Virginia. Grant accepted Lee's surrender in 1865, ending the war. Robert E. Lee – when the South seceded, Lincoln offered Lee the command of Union forces but Lee refused, resigned from the U.S. Army, and returned to Virginia to serve with the Confederate forces. In 1862 Lee was appointed to command the Army of Northern Virginia. His battle strategies are admired to this day, but he was criticized for having a narrow strategy centered on his native Virginia. He surrendered to Ulysses S. Grant at Appomattox Courthouse in 1865. Abraham Lincoln – President of the United States William Carney– Congressional Medal of Honor recipient, served with the 54th Massachusetts Regiment (Union) during the Civil War, he was the first African American soldier to receive the

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		<p>award (Reason for citation: When the 54th's sergeant was shot down, this soldier grasped the flag, led the way to the parapet, and planted the colors thereon. When the troops fell back he brought off the flag, under a fierce fire in which he was twice severely wounded)</p> <ul style="list-style-type: none"> Philip Bazaar – born in Chile, South America, was a Navy seaman in the Union Navy, won the Medal of Honor for his distinguished service in the Civil War (Reason for citation – On board the U.S.S. Santiago de Cuba during the assault on Fort Fisher on 15 January 1865. As one of a boat crew detailed to one of the generals on shore, Bazaar bravely entered the fort in the assault and accompanied his party in carrying dispatches at the height of the battle. He was 1 of 6 men who entered the fort in the assault from the fleet.)
<u>8.8B</u>	<p>Explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.</p> <p><i>Readiness Standard</i></p>	<p>Explain</p> <p>CAUSES OF THE CIVIL WAR</p> <p>Including, but not limited to:</p> <p>Causes</p> <ul style="list-style-type: none"> Sectionalism – tendency to be more concerned with the interests of your particular group or region than with the problems and interests of the larger group, country, etc. Such was the situation between the Northern and Southern states leading up to the Civil War. The two regions were marked by various differences, and the war was ultimately the result of both sides staunchly refusing to concede to the other on specific issues. States' rights – the political position advocating strict interpretation of the Constitution with regard to the limitation of federal powers and the extension of the autonomy of the individual state to the greatest possible degree. As the South recognized that control of the government was slipping away, it turned to a states' rights argument to protect slavery. Southerners claimed that the federal government was prohibited by the 10th Amendment from impinging upon the right of slaveholders to take their "property" into a new territory. They also stated that the federal government was not permitted to interfere with slavery in those states where it already existed.

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		<ul style="list-style-type: none"> Slavery – slavery in the United States first began in Virginia during the Colonial era. Throughout the first half of the 19th century, Southern politicians sought to defend slavery by retaining control of the federal government. The widening of the gap between slavery states and free states was symbolic of the changes occurring in each region. While the South was devoted to an agrarian plantation economy with a slow growth in population, the North had embraced industrialization, large urban areas, infrastructure growth, as well as was experiencing high birth rates and a large influx of European immigrants. This boost in population doomed Southern efforts to maintain balance in the government as it meant the future addition of more free states and the election of a Northern, potentially anti-slavery, president. The political issue regarding slavery was addressed in the Missouri Compromise in 1820, the Compromise of 1850, and the Kansas-Nebraska Act in 1854. <p>Events</p> <ul style="list-style-type: none"> Firing on Fort Sumter – Fort Sumter, a federal fort in Charleston Harbor, was fired upon by rebel forces to begin the Civil war (April, 1861). Battle of Antietam –first battle of the Civil War to take place on Northern soil (in Sharpsburg, Maryland, September, 1862); bloodiest one-day battle in American history (23,000 casualties); Union victory when Lee withdrew to Virginia; built Union confidence and led President Abraham Lincoln to issue the Emancipation Proclamation (announced in September, 1862; signed the order in January, 1863) Battle of Gettysburg – turning point of the Civil War; Lee’s invasion of northern territory is repelled; South is no longer capable of an offensive into Union territory (July, 1863) Siege of Vicksburg – the North captured this stronghold to gain control of the Mississippi River and divided the Southern states. (May-July, 1863) The announcement of the Emancipation Proclamation – changes the nature of the war from that of preserving the Union to freeing the slaves. The proclamation freed only the enslaved people in the rebelling territories. (announced in September, 1862; signed the order in January, 1863) Assassination of Lincoln – Lincoln is shot by John Wilkes Booth, a southern sympathizer (April, 1865)

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		<ul style="list-style-type: none"> Lee's surrender at Appomattox Court House – brings the Civil War to a close as Lee surrenders the Confederate forces of Virginia to Grant. (April, 1865). Priority now became bringing the confederate states back into the union.
<u>8.8C</u>	<p>Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.</p> <p><i>Supporting Standard</i></p>	<p>Analyze, Contrast</p> <p>ABRAHAM LINCOLN'S IDEAS ABOUT LIBERTY, EQUALITY, UNION, AND GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> Lincoln's first inaugural address <ul style="list-style-type: none"> Equality – promised he had no intent to abolish slavery The Union – argued for the preservation of the Union The Government – stated it was against the law to secede from the Union Lincoln's second inaugural address <ul style="list-style-type: none"> Equality – stated that slavery perpetuated the war and denounced slavery The Union – fought for restoration of peace and the Union The Government – Lincoln stated that there were people trying to destroy the government, with or without war Gettysburg Address <ul style="list-style-type: none"> Equality – all enslaved people in the Confederate states would be free The Union – stated that the country was worth fighting for The Government – "The government of the people, by the people, and for the people shall be preserved." Jefferson Davis's inaugural address <ul style="list-style-type: none"> Jefferson Davis became the President of the Confederate States of America in February, 1861. His inaugural address states that the secession of the Southern states was similar to the colonists' revolution against the British; justifies the South's "need" to secede, and discussed a tentative plan for the seceding states' future. He claimed that

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		<p>secession was “a necessity, not a choice, we have resorted to the remedy of separation, and henceforth our energies must be directed to the conduct of our own affairs, and the perpetuity of the Confederacy which we have formed.”</p> <ul style="list-style-type: none"> ◊ Liberty – contrasting Lincoln’s discussion of liberty for individual people, Davis explains liberty and equality through the lens of freedom from the North’s oppression of the South. ◊ “...They (the Confederate States) formed a new alliance, but within each State its government has remained; so that the rights of person and property have not been disturbed.” ◊ “Through many years of controversy with our late associates of the Northern States, we have vainly endeavored to secure tranquility and obtain respect for the rights to which we were entitled.” ◊ “It is joyous in the midst of perilous times to look around upon a people united in heart, where one purpose of high resolve animates and actuates the whole; where the sacrifices to be made are not weighed in the balance against honor and right and liberty and equality.” ◊ The Union – Davis explains that breaking from the Union was “a necessity, not a choice” and that “...a reunion with the States from which we have separated is neither practicable nor desirable.” ◊ The Government – the Confederacy had a goal of establishing a government system similar to the United States’ Constitution. ◊ “American idea that governments rest on the consent of the governed, and that it is the right of the people to alter or abolish them at will whenever they become destructive of the ends for which they were established.” ◊ “As a consequence of our new condition and relations, and with a view to meet anticipated wants, it will be necessary to provide for the speedy and efficient organization of branches of the Executive department having special charge of foreign intercourse, finance, military affairs, and the postal service.”
<u>8</u>	Geography.	

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<u>8.10</u>	<i>Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</i>	
<u>8.10A</u>	<p>Locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries.</p> <p><i>Supporting Standard</i></p>	<p>Locate</p> <p>PLACES AND REGIONS OF IMPORTANCE IN THE UNITED STATES DURING THE 17th, 18th, and 19th CENTURIES</p> <p>Including, but not limited to:</p> <p>Civil War</p> <ul style="list-style-type: none"> • Ft. Sumter- site where Civil War begins • Civil War battle sites; Antietam, Gettysburg, Bull Run, Vicksburg
<u>8</u>	Citizenship.	
<u>8.10C</u>	<p>Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p> <p><i>Readiness Standard</i></p>	<p>Analyze</p> <p>EFFECTS OF PHYSICAL AND HUMAN GEOGRAPHIC FACTORS ON MAJOR HISTORICAL AND CONTEMPORARY EVENTS IN THE UNITED STATES</p> <p>Including, but not limited to:</p> <p>Civil War</p> <ul style="list-style-type: none"> • Geography affected the fighting of the Civil War. The North had access to a more extensive network of railroads to move supplies and men as opposed to the South. The South had better

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		ports than the North, which resulted in a Northern blockade of the ports. The Mississippi River was of strategic importance in the war resulting in many battles across the South for control. Knowledge of the terrain gave Southern soldiers an advantage.
8.21	<i>Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</i>	
8.21A	Identify different points of view of political parties and interest groups on important historical and contemporary issues. <i>Supporting Standard</i>	<p>Identify</p> <p>DIFFERENT POINTS OF VIEW OF POLITICAL PARTIES AND INTEREST GROUPS ON IMPORTANT HISTORICAL AND CONTEMPORARY ISSUES</p> <p>Including, but not limited to:</p> <p>Civil War</p> <ul style="list-style-type: none"> Supported the Union – North/Whigs who were joined by anti-slavery Democrats formed the Republican Party Supported states' rights – South/Democrats
8.22	<i>Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</i>	
8.22A	Analyze the leadership qualities of elected and appointed leaders of the United States such as	Analyze

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	<p>George Washington, John Marshall, and Abraham Lincoln.</p> <p><i>Supporting Standard</i></p>	<p>THE LEADERSHIP QUALITIES OF ELECTED AND APPOINTED LEADERS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Leadership qualities <ul style="list-style-type: none"> ◊ Honesty ◊ Courage ◊ Inspirational ◊ Thoughtful • Abraham Lincoln <ul style="list-style-type: none"> ◊ Led the United States as President during the American Civil War and his leadership helped to preserve the Union and eventually bring an end to the practice of slavery after his assassination in 1865
8.22B	<p>Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.</p> <p><i>Supporting Standard</i></p>	<p>Describe</p> <p>CONTRIBUTIONS OF SIGNIFICANT POLITICAL, SOCIAL, AND MILITARY LEADERS OF THE UNITED STATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Frederick Douglass – leading African American abolitionist; accomplished orator and writer • Stonewall Jackson – Confederate General in the Civil War; earned his name “Stonewall” at the Battle of Bull Run; gifted tactical commander; led troops in the 1st and 2nd Battles of Bull Run (Manassas) and Antietam

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8	Social studies skills.	
8.29	<i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</i>	
8.29B	Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	<p>Analyze</p> <p>INFORMATION BY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Sequencing • Categorizing • Identifying cause-and-effect relationships • Comparing • Contrasting • Finding the main idea • Summarizing • Making generalizations and predictions • Drawing inferences and conclusions <p>STAAR Note: These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.</p>

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8.29D	Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.	<p>Identify</p> <p>POINTS OF VIEW</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • From the historical context surrounding an event • The frame of reference which influenced the participants <p>STAAR Note: These skills will be incorporated into STAAR test questions from reporting categories 1-4 and will be identified along with content standards.</p>
8.30	<i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i>	
8.30B	Use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.	<p>Use</p> <p>STANDARD GRAMMAR, SPELLING, SENTENCE STRUCTURE, PUNCTUATION, AND PROPER CITATION OF SOURCES</p>
8.30D	Create written, oral, and visual presentations of social studies information.	<p>Create</p> <p>PRESENTATIONS OF SOCIAL STUDIES INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Written • Oral

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ELPS#	SUBSECTION C: CROSS-CURRICULAR SECOND LANGUAGE ACQUISITION ESSENTIAL KNOWLEDGE AND SKILLS.
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The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum.

School districts shall provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated commensurate with the student's levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

School districts shall provide content-based instruction including the cross-curricular second language acquisition essential knowledge and skills in subsection (c) of the ELPS in a manner that is linguistically accommodated to help the student acquire English language proficiency.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

Choose appropriate ELPS to support instruction.

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