



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	8 <sup>th</sup> Grade U.S. History		<b>Grade:</b>	8 <sup>th</sup>
<b>Unit Number:</b>	6	<b>Unit Name:</b>	Reconstruction Era through 1st Industrial Revolution	
<b>Unit Length</b>	20 Days plus ( 5 buffer days)		<b>Minutes per day: 50</b>	
<b>Unit Synopsis</b>	Students will identify the cause and effects of the Reconstruction Era through 1st Industrial Revolution. Students will examine the major events of Reconstruction such as Johnson's plan, Freedman's Bureau, Black Codes, and Jim Crow Laws. Students will also explore the Progressive Era. The students will create a Historybook (or impersonate a social media page/thread of choice) page for a leader from this Unit.			
<b>Priority Standards</b>	<b>Current History Standards</b>		<b>Common Core Literacy Standards</b>	
	<p><b>8.11.1</b> List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p><b>8.11.5</b> Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p> <p><b>8.12.4</b> Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, and Leland Stanford).</p> <p><b>8.12.6</b> Discuss child labor, working conditions, and <i>laissez-faire</i> policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p> <p><b>8.12.9</b> Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p>			

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p><b>8.11.3</b> Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</p> <p><b>8.11.4</b> Trace the rise of the Ku Klux Klan and describe the Klan’s effects.</p>	<p><b>RH.2</b> 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>RH. 7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>WH.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WH.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WH.7</b> Conduct short research projects to answer 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><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<b>Target ELD Standards</b>	<p><b>Collaborative –</b></p> <ol style="list-style-type: none"> <li>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</li> <li>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol>
	<p><b>Interpretive -</b></p> <ol style="list-style-type: none"> <li>5. Listening actively to spoken English in a range of social and academic contexts</li> <li>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</li> <li>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</li> <li>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</li> </ol>
	<p><b>Productive –</b></p> <ol style="list-style-type: none"> <li>9. Expressing information and ideas in formal oral presentations on academic topics</li> <li>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</li> <li>11. Justifying own arguments and evaluating others' arguments in writing</li> <li>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</li> </ol>

### Unwrapped Priority Standards

<b>“Unwrapped” Skills (Students need to be able to do)</b>	<b>“Unwrapped” Concepts (Students need to know)</b>	<b>Bloom’s Taxonomy (Level of Cognitive Rigor)</b>	<b>Depth of Knowledge (Target for Unit Mastery)</b>
8.11.1 List	The original aims of Reconstruction and describe its effects on the political and social structures of different regions	Level 2	Level 3
8.11.5 Understand	The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	Level 4	Level 4
8.12.4 Discuss	Entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	Level 2	Level 3

8.12.6 Discuss	Child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	Level 2	Level 3
8.12.9 Identify	Significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	Level 1	Level 1

**Learning Progressions of Skills and Concepts**



<b>Priority History Standard</b>	<b>8.11.1</b> List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
None	Above	11.1.4-Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	
<b>Priority History Standard</b>	<b>8.11.5</b> Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
None	Above	None	
<b>Priority History Standard</b>	<b>8.12.4</b> Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, and Leland Stanford).		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
None	Above	11.2.5- Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	
<b>Priority History Standard</b>	<b>8.12.6</b> Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.		
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>	
None	Above	11.2.1-Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	
<b>Priority History Standard</b>	<b>8.12.9</b> Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).		

Previous Grade	Current Grade	Next Grade
None	Above	10.3.2- Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

<i>Essential Questions</i>	<i>Corresponding Big Ideas</i>
<p>What were the key characteristics of the Reconstruction era? How did Reconstruction change America for the better?</p> <p>How did Reconstruction affect the different regions of the nation in different ways?</p> <p>Why did former slaves leave the South to go to the cities of the North and to the West, and what were their experiences once they got there?</p> <p>How did the Freedmen’s Bureau help former slaves to advance their rights?</p> <p>What restrictions were placed on freedmen that kept them from achieving true equality? Rights as Americans?</p> <p>What new constitutional rights were ushered in during the Reconstruction Era? Why were these rights added at this time?</p> <p>How did the growth of agriculture, mining, railroading, and industry contribute to a change in the 1860s? (8.12.2)</p> <p>What actions did the government take to encourage business growth in the late 19th century? (8.12.2)</p> <p>Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19<sup>th</sup> century? (8.12.4)</p> <p>What were conditions like for factory workers, including children? How did the government’s laissez-faire policies toward big business affect those conditions? (8.12.6)</p> <p>How did late 19th-century inventors—such as Thomas Edison, the Wright brothers, and Alexander Graham Bell—change the quality of life in America? (8.12.9)</p> <p>In what ways did the Industrial Revolution transform America’s economy, society, and politics? (8.12)</p>	<p>Reconstruction identified many different consequences of the U.S. Civil War.</p> <p>The goals of Reconstruction brought political and social changes to the United States.</p> <p>The Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution impacted Reconstruction in the United States.</p> <p>The American economy and its social and political conditions changed due to the Industrial Revolution. (8.12)</p> <p>Entrepreneurs, industrialists and bankers changed U.S. politics, commerce and industry. (8.12.4)</p> <p>Working conditions in the U.S. were impacted by government policies towards big business and the rise of the labor movement. (8.12.6)</p> <p>Inventors such as Edison, Bell and Wright improved the quality of life in the U.S. (8.12.9)</p>


<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
<p>industrialization (p. 354)  monopoly (p. 359)  entrepreneur (p. 354)  urbanization (p. 361)  trust (p. 359)</p>	<p>Reconstruction (p. 323)  scalawags (p. 328)  carpetbaggers (p. 328)  freedmen (p. 324)  Freedmen’s Bureau (p. 324)  Compromise of 1877 (p. 331)  black codes (p. 325)  Jim Crow laws (pp. 333, 457–458)  sharecropping (p. 327)  <i>Plessy v. Ferguson</i> (p. 333)  laissez-faire (p. 354)  The Gilded Age (p. 355)  tenements (p. 361)  trade unions (p. 366)  strikes (p. 367)  Progressive movement (p. 385)  muckrakers (p. 385)  conservation (p. 393)  Social Darwinism (p. 389)  Nineteenth Amendment (p. 396)</p> <p><b><u>People to Know:</u></b>  Andrew Johnson  Andrew Carnegie  Thomas Edison  Alexander Graham Bell  J.P. Morgan  John D. Rockefeller  Theodore Roosevelt  Robert La Follette  Mother Johns  John Muir  W.E.B. Du Bois  Upton Sinclair  Alice Paul</p>
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
<p>It is suggested that the teacher frontload Unit 4 vocabulary, in effort to support student understanding of the events that led to the Civil War.</p> <p><a href="http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html">http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</a>  <a href="http://ausdhistory.weebly.com/vocabulary.html">http://ausdhistory.weebly.com/vocabulary.html</a></p>	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p><b>Test Description:</b> 5 Questions leading to the Reconstruction Amendments and the purpose/goals of Johnson’s plan.</p> <p>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the current EADMS CFA ID numbers.</p>	<p><b>Test Description-</b> This assessment is a reflective piece that asks for student feedback from the 6 units. Must be assessed using item summary, as there are no incorrect answers.</p> <p>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the current EADMS CFA ID numbers.</p>
Scoring Guides and Answer Keys	
Assessment Differentiation	
<b>Students with Disabilities</b>	<p><i>Accommodations</i> Reference IEP</p> <p><i>Modifications</i> Reference IEP</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
Description: Choose a historical figure from the Progressive Era and create a History book page for that person. Also, display correspondences with other historic figures of that time period to show their relationships.  UPO_EngagingScenario.docx		Days: 2-3 Days  Minutes/Day: 50 Minutes
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Vocabulary	It is suggested that the teacher frontload Unit 5 vocabulary in effort support student understanding of the events leading to the Reconstruction, The Progressive Era and Industrial Revolution.  A variety of graphic organizers can be found on the following web links- <ul style="list-style-type: none"> <li>• <a href="http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html">http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html</a></li> <li>• <a href="http://ausdhistory.weebly.com/vocabulary.html">http://ausdhistory.weebly.com/vocabulary.html</a></li> </ul>	Days: 1-2  Minutes/Day: 50 Minutes
Task 2: Before, During & After Reconstruction Graphic Organizer  UPO5-Task 2.docx	Complete graphic organizer- Directions- In the first column reflect on The Civil War and target key events that were not resolved during the time period. Read Chapter 23 (pages 323-335) and add resolutions that were meant to help freed slaves, the process toward citizenship, President Johnson's plan for Reconstruction and the events that occurred during the time period and the lasting effects that occurred afterwards.	Days: 2  Minutes/Day: 50 minutes
Task 3: Progressive Era Movie- The Men That Built America	Preview the video and lesson guide to use for oral questioning. Tracing their roles in the oil, steel, railroad, auto and financial industries, this series uses stunning CGI and little-known stories to examine the lives of these iconic tycoons. How did these leaders advance progress, and what were the costs and consequences of American industrial growth? What role did everyday Americans play in this growth, and how were their voices heard? This series is an excellent companion for course units on business, American history and the Industrial Revolution. <a href="http://www.history.com/images/media/pdf/Men%20Who%20Built%20America.pdf">http://www.history.com/images/media/pdf/Men%20Who%20Built%20America.pdf</a>  <b>Curriculum Links</b> <i>The Men Who Built America</i> would be useful for American history, politics and social studies courses. It is recommended for high school students. Due to some intense content, we recommend that teachers watch this program before recommending it to students.	Days: 3-5 Days  Minutes/Day: 50 Minutes
<b>Interdisciplinary Connections</b>		
<b>Scoring Rubric</b>		



## Authentic Performance Task 1

<b>Task Description</b>	<p>The teacher should frontload Unit 5 vocabulary in effort support student understanding of the events leading to the Reconstruction, The Progressive Era and Industrial Revolution.</p>  <p>Budget Vocabulary Matrix.docx</p>	<b>Suggested Length</b>	Days: 1-2 Minutes/Day: 50 Minutes	
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>			
	<p><b>8.11.1</b> List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p>			
	<p><b>8.11.5</b> Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>			
	<b>Supporting Standard(s)</b>			
	<p><b>RH 4-</b>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><b>L.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<b>Essential Question(s)</b>	<p>What were the key characteristics of the Reconstruction era? How did Reconstruction change America for the better?</p>			
	<p>How did Reconstruction affect the different regions of the nation in different ways?</p>			
<b>Big Idea(s)</b>	<p>Reconstruction identified many different consequences of the U.S. Civil War.</p> <p>The goals of Reconstruction brought political and social changes to the United States.</p>			
<b>Bloom's</b>		<b>DOK</b>		<b>Scoring Rubric</b>
Level 1 (Remember)		Level 1 (Recall)		At teacher discretion.


<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>			
<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b>			
<b>Strategies for Differentiation</b>				
<b>All Students</b>	<b>SWD</b>	<b>ELs</b>	<b>Enrichment</b>	
	<b>Reference IEP</b> <i>Accommodations</i>  <i>Modifications</i> <b>Reference IEP</b>	Emerging  Expanding  Bridging		
<b>Scoring Rubric</b>				




## Authentic Performance Task 2

<b>Task Description</b>	Complete graphic organizer- Directions- In the first column reflect on The Civil War and target key events that were not resolved during the time period. Read Chapter 23 (pages 323-335) and add resolutions that were meant to help freed slaves, the process toward citizenship, President Johnson’s plan for Reconstruction and the events that occurred during the time period and the lasting effects that occurred afterwards.	<b>Suggested Length</b>	<b>Days:</b> 2 Days <b>Minutes/Day:</b> 50 Minutes
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p><b>8.11.1</b> List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.</p> <p><b>8.11.5</b> Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.</p>		
	<b>Supporting Standard(s)</b>		
	<p><b>8.11.3</b> Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.</p> <p><b>8.11.4</b> Trace the rise of the Ku Klux Klan and describe the Klan’s effects.</p>		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	<p>What were the key characteristics of the Reconstruction era? How did Reconstruction change America for the better?</p> <p>How did Reconstruction affect the different regions of the nation in different ways?</p> <p>Why did former slaves leave the South to go to the cities of the North and to the West, and what were their experiences once they got there?</p> <p>How did the Freedmen’s Bureau help former slaves to advance their rights?</p> <p>What restrictions were placed on freedmen that kept them from achieving true equality? Rights as Americans?</p> <p>What new constitutional rights were ushered in during the Reconstruction Era? Why were these rights added at this time?</p>		
<b>Big Idea(s)</b>	<p>There were many different consequences of the Civil War in the United States.</p> <p>The goals of Reconstruction brought political and social changes to the United States.</p> <p>The Thirteenth, Fourteenth, and Fifteenth amendments to the Constitution impacted Reconstruction in the United States.</p>		

Bloom's		DOK		Scoring Rubric			
Level 4 (Analyze)		Level 3 (Strategic)					
Teaching and Learning Sequence		(Suggested Instructional Strategies and Tasks)					
		(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)					
Resources and Materials							
Strategies for Differentiation							
All Students		SWD		ELs		Enrichment	
		Reference IEP <i>Accommodations</i>		Emerging			
		<i>Modifications</i>		Expanding			
				Bridging			
Scoring Rubric							

## Authentic Performance Task 3

<b>Task Description</b>	<p><b><i>The Men That Built America</i> Video Discussion Questions for Episode 1</b></p>  <p>UPO5Task3QuestionsEpisode1MWBA.doc</p>	<b>Suggested Length</b>	<b>Days: 5</b>  <b>Mins/Day:</b>  <b>55 Minutes</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p><b>8.12.4</b> Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).</p> <p><b>8.12.6</b> Discuss child labor, working conditions, and <i>laissez-faire</i> policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.</p> <p><b>8.12.9</b> Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).</p>		
	<b>Supporting Standard(s)</b>		
	<p><b>RH. 7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>WH.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>		
	<b>Target ELD Standard(s)</b>		
<b>Essential Question(s)</b>	<p>How did the growth of agriculture, mining, railroading, and industry contribute to a change in the 1860s? (8.12.2)</p> <p>What actions did the government take to encourage business growth in the late 19th century? (8.12.2)</p> <p>Why were entrepreneurs, industrialists, and bankers such significant and controversial figures in American politics and business in the late 19<sup>th</sup> century? (8.12.4)</p> <p>What were conditions like for factory workers, including children? How did the government’s <i>laissez-faire</i> policies toward big business affect those conditions? (8.12.6)</p> <p>How did late 19th-century inventors—such as Thomas Edison, the Wright brothers, and Alexander Graham Bell—change the quality of life in America? (8.12.9)</p> <p>In what ways did the Industrial Revolution transform America’s economy, society, and politics? (8.12)</p>		

<b>Big Idea(s)</b>	The American economy and its social and political conditions changed due to the Industrial Revolution. (8.12)		
	Entrepreneurs, industrialists and bankers changed U.S. politics, commerce and industry. (8.12.4)		
	Working conditions in the U.S. were impacted by government policies towards big business and the rise of the labor movement. (8.12.6)		
	Inventors such as Edison, Bell and Wright improved the quality of life in the U.S.. (8.12.9)		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
Level 4 & 5 <b>(Analyze &amp; Evaluate)</b>		Level 3 <b>(Strategic Thinking &amp; Reasoning)</b>	See task file on P: Drive
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks)</b>		
<b>Resources and Materials</b>	<p style="text-align: center;"><b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</b></p> <div style="text-align: center;">    </div> <p style="text-align: center;">UPO6Task3V1Questi    UPO6TASK3V2 EP1    UPO6TASK3 EP2 Men onsEpisode1MWBA 2f    Men Who Built AmericWho Built America _2</p> <p style="text-align: center;"><b>Answer Keys are located on the P: Drive in UPO6 Resources</b></p>		
<b>Strategies for Differentiation</b>			
	<i>Reference IEP Accommodations Reference IEP/504 Plan</i>	<b>Emerging</b> Students should focus on writing at grade levels 1-3.	
	<i>Modifications Reference IEP/504 Plan</i>	<b>Expanding</b> Students should focus on writing at grade levels 3 <sup>rd</sup> or lower.	
		<b>Bridging</b> Make adaptations if necessary.	
<b>Scoring Rubric</b>			

**Engaging Scenario**

Detailed Description (situation, challenge, role, audience, product or performance)			
Students will create a social media page for a historical figure from the Progressive Era and create a Historybook (or impersonate a social media page/thread of choice) page for that person. Also students will display correspondences with other historic figures of that time period to show their relationships, goals and impact on society.			
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<i>Accommodations</i> <b>Reference IEP/504 Plan</b>	<b>Emerging</b> Students should focus on writing at grade levels 1-2	
	<i>Modifications</i> <b>Reference IEP/504 Plan</b>	<b>Expanding</b> Students should focus on writing at grade levels 3 <sup>rd</sup> or lower	
		<b>Bridging</b> Make adaptations if necessary	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		