



1 <sup>st</sup> Quarter			
Resources:			
Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 <sup>st</sup> WEEK	Exploring Social Studies	Introduction  Work individually on a project: create a collage poster on citizenship- “The Land of Me”  Fill out a survey of interests.	19(C) Explain the importance of personal responsibilities including accepting responsibility for one’s behavior and supporting of one’s family.  19(D) Identify examples of responsible citizenship including obeying rules and laws, staying informed on public issues, voting and serving on duties.
2 <sup>nd</sup> WEEK	First Americans	Identify primary and other sources of information  Reading a map	2(A) identify reasons for European exploration and colonization of North America. 10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries. (B) compare places and regions of the United States in terms of physical and human characteristics 23C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved 27A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts 30(A) use social studies terminology correctly. 1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods. 10(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the US. 14(A) explain why a free enterprise of economics developed in the new nation, including minimal government intrusion, taxation, and property rights.  14(B) describe the characteristics and the benefits of the U.S. Free Enterprise system during the 18 <sup>th</sup> and 19th centuries. 1(B) Apply absolute and Relative chronology through the sequencing of significant individuals, events and time periods.
3 <sup>rd</sup> WEEK	Colonial America/ Project Brochure	Life in the American Colonies. 13 colonies brochure project.	15(C) 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 Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War 2(A) identify reasons for European exploration and colonization of North America (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies 3A) explain the reasons for the growth of representative government and institutions during the colonial period (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of



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			<p>Burgesses to the growth of representative government            (C) describe how religion and virtue contributed to the growth of representative government in the American colonies            10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries            1(B) compare places and regions of the United States in terms of physical and human characteristics            11 A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries            (C) Describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries            12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery            20(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America            23(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration            (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved            25(A) trace the development of religious freedom in the United States            B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings</p>
<p><b>4<sup>th</sup> WEEK</b></p>	<p><b>Life in the American's colonies</b></p>	<p>Life in the new world            New inventions            Triangular trade</p>	<p>2A) identify reasons for European exploration and colonization of North America            3(A) explain the reasons for the growth of representative government and institutions during the colonial period            (C) describe how religion and virtue contributed to the growth of representative government in the American colonies            4(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War            7(C) analyze the impact of slavery on different sections of the United States            10(B) compare places and regions of the United States in terms of physical and human characteristics            11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries            (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries            12(B) explain the reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery            14(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries            15(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government            19(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family            23(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for</p>



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			immigration (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (E) identify the political, social, and economic contributions of women to American society 25(A) trace the development of religious freedom in the United States 25(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings 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 D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
5 <sup>th</sup> WEEK	Life in the American Colonies (continued)	Life in the new world New inventions Triangular trade	
6 <sup>th</sup> WEEK	Spirit of Independence	New colonies claimed “no taxation without representation”	<b>1 (C) 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 Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</b> <b>3(A) explain the reasons for the growth of representative government and institutions during the colonial period</b> <b>(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</b> <b>4(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War</b> <b>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</b> <b>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</b> <b>10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</b> <b>15(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights</b> <b>19(A) define and give examples of unalienable rights</b>



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			<p><b>20(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America</b></p> <p><b>(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax</b></p> <p><b>26(B) identify examples of American art, music, and literature that reflect society in different eras</b></p> <p><b>29D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</b></p>
<b>7<sup>th</sup> WEEK</b>	<b>The American Revolution Project Propaganda</b>	New America takes a stand against Britain Propaganda used on both sides	<p>29 (A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;</p> <p>(B) 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> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps;</p>
<b>8<sup>th</sup> WEEK</b>	<b>A more Perfect Union</b>	Articles of Confederation	<p>1(A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p> <p>4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</p> <p>(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise</p> <p>(E) analyze the arguments for and against ratification</p> <p>5(A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government</p> <p>(B) summarize arguments regarding protective tariffs, taxation, and the banking system</p> <p>6(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</p> <p>7(B) compare the effects of political, economic, and social factors on slaves and free blacks</p> <p>14(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights</p> <p>15(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</p> <p>(B) summarize the strengths and weaknesses of the Articles of Confederation</p> <p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in</p>



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			the U.S. Constitution and the Bill of Rights (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights 17(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason 20(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America 21(C) summarize a historical event in which compromise resulted in a peaceful resolution 29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
<b>9<sup>th</sup> WEEK</b>	A more Perfect Union	Articles of Confederation	TEKS Continued

2 <sup>nd</sup> Quarter			
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<b>1<sup>st</sup> WEEK</b>	The Constitution	George Washington becomes president Bill of Rights was drafted.	15(B) summarize the strengths and weaknesses of the Articles of Confederation 15(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights 16(A) summarize the purposes for and process of amending the U.S. Constitution (B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States 18(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States 19(B) summarize rights guaranteed in the Bill of Rights 19(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family 19(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting,



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			and serving on juries (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States (F) explain how the rights and responsibilities of U.S. citizens reflect our national identity 21(B) describe the importance of free speech and press in a constitutional republic
<b>2<sup>nd</sup> WEEK</b>	The Constitution continued	Bill of Rights	TEKS continued
<b>3<sup>rd</sup> WEEK</b>	Federalist Era	Federalist Anti-Federalist Bill of Rights	1(A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects 5A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government (B) summarize arguments regarding protective tariffs, taxation, and the banking system (C) explain the origin and development of American political parties (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine 15(B) summarize the strengths and weaknesses of the Articles of Confederation 15(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights 19B) summarize rights guaranteed in the Bill of Rights 21A political parties and interest groups on important historical and contemporary issues 21(C) summarize a historical event in which compromise resulted in a peaceful resolution 22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln 22(B) 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 23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved. 29(B) 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. 29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps.



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			29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants. 29(F) identify bias in written, oral, and visual material. 29(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs. (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. 30(A) use social studies terminology correctly. (30B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources. (30C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate. (30D) create written, oral, and visual presentations of social studies information.
4 <sup>th</sup> WEEK	Jefferson Era	<i>Marbury vs Madison</i> Louisiana purchase War of 1812	5(A) understand the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government. 5(B) summarize arguments regarding protective tariffs, taxation and the banking system.
5 <sup>th</sup> WEEK	Growth and Expansion	Era of Good Feelings Great Industrial Period Transportation	1(A) 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, westward expansion, reform movements, Sectionalism, Civil War, and Reconstruction, and describe their causes and effects. 5(B) summarize arguments regarding protective tariffs, taxation, and the banking system. 5(D) explain the causes, important events, and effects of the War of 1812. 5(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine. 7(A) analyze the impact of tariff policies on sections of the United States before the Civil War. 7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster. 10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. 10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries (10B) compare places and regions of the United States in terms of physical and human characteristics 11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries



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			<p>11(B) describe the positive and negative consequences of human modification of the physical environment of the United States</p> <p>11(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries</p> <p>12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery</p> <p>(C) explain the reasons for the increase in factories and urbanization</p> <p>(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</p> <p>13(B) identify the economic factors that brought about rapid industrialization and urbanization</p> <p>14(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights</p> <p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</p> <p>15(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</p> <p>18(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden</p> <p>21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p> <p>(C) summarize a historical event in which compromise resulted in a peaceful resolution</p> <p>22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</p> <p>(B) 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>26(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States</p> <p>(B) identify examples of American art, music, and literature that reflect society in different eras</p> <p>27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts</p> <p>(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</p> <p>(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally</p> <p>(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</p> <p>28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different</p>



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			<p>periods in U.S. history            (B) identify examples of how industrialization changed life in the United States            29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States            (B) 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            (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps            (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants            (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author            (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs            (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.            (D) create written, oral, and visual presentations of social studies information</p>
<p>6<sup>th</sup> WEEK</p>	<p>The Jackson Era</p>	<p>John Quincy Adams            Andrew Jackson            Trail of Tears</p> <p>To analyze and describe cause and effect 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, Westward Expansion, reform</p>	<p>1(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the            5(B) summarize arguments regarding protective tariffs, taxation, and the banking system            (C) explain the origin and development of American political parties            (F) explain the impact of the election of Andrew Jackson, including expanded suffrage            (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears            7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster            8(B) 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            9(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.            10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries            (B) compare places and regions of the United States in terms of physical and human characteristics            14(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries            17(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason            (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War            18(A) identify the origin of judicial review and analyze examples of congressional and presidential responses            (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison,</p>



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		<p>movements, sectionalism, Civil War and Reconstruction</p>	<p>McCulloch v. Maryland, and Gibbons v. Ogden            21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues            (C) summarize a historical event in which compromise resulted in a peaceful resolution            22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln            23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved            29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States            (B) 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            (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps            (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants            (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.            30(D) create written, oral, and visual presentations of social studies information</p>
<p>7<sup>th</sup> WEEK</p>	<p>Jackson/ Manifest Destiny</p>	<p>Mountain Men Migrating to Texas Independence of Texas</p>	<p>1A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects            (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods            6(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States            (B) explain the political, economic, and social roots of Manifest Destiny            (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation            (D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States            7(C) analyze the impact of slavery on different sections of the United States            (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster            10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries            (B) compare places and regions of the United States in terms of physical and human characteristics            (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States            11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</p>



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			(B) describe the positive and negative consequences of human modification of the physical environment of the United States (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries 23(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved 29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States (B) 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 (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants (E) support a point of view on a social studies issue or event (F) identify bias in written, oral, and visual material 30(A) use social studies terminology correctly (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate (D) create written, oral, and visual presentations of social studies information
<b>8<sup>th</sup> WEEK</b>	Review	Review	
<b>9<sup>th</sup> WEEK</b>	Benchmark	Benchmark	



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
1 <sup>st</sup> WEEK	North and South	North's way of life South's way of life	7(B) compare the effects of political, economic, and social factors on slaves and free blacks. 7(C) analyze the impact of slavery on different sections of the United States. 12(A) identify economic differences among different regions of the United States. 12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery (12C) explain the reasons for the increase in factories and urbanization. 12(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history 14(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries 23(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration. 23(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs. (23C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved. (23D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity(E) identify the political, social, and economic contributions of women to American society. 24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled. 26(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States. 27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts. 27(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States. 27(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally. 27(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west. 28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history. 28(B) identify examples of how industrialization changed life in the United States. 29(B) 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. 29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.



**3rd Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			29(E) support a point of view on a social studies issue or event 29(F) identify bias in written, oral, and visual material 29(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs. 29(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States. 29(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. 30(A) use social studies terminology correctly. 30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.
<b>2<sup>nd</sup> WEEK</b>	<b>Spirit of Reform</b>	<b>Second Great Awakening Abolishing Slavery</b>	1(A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects 4(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise 7 (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster 22(B) 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 23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (E) identify the political, social, and economic contributions of women to American society 24(A) describe the historical development of the abolitionist movement (B) evaluate the impact of reform movements, including educational reform, temperance, the woman's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled 25(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings 26(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States 26(C) analyze the relationship between fine arts and continuity and change in the American way of life 29(B) 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 26(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps 26(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			participants 26(E) support a point of view on a social studies issue or event 26(F) identify bias in written, oral, and visual material 26(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author 30(A) use social studies terminology correctly 30(D) create written, oral, and visual presentations of social studies information
<b>3<sup>rd</sup> WEEK</b>	Towards the Civil War	Slave Issue Civil War Abraham Lincoln  Research Project on the Civil War using MLA style.	5(C) explain the origin and development of American political parties 6(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States 7(C) analyze the impact of slavery on different sections of the United States 7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster 8(A) 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 8(B) 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 8(C) 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 10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries 17:(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War" 18(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States 20(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax 21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues (C) summarize a historical event in which compromise resulted in a peaceful resolution 24(A) describe the historical development of the abolitionist movement 29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States 29(B) 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 29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			maps 29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants 29(E) support a point of view on a social studies issue or event 30(A) use social studies terminology correctly 30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources 30(D) create written, oral, and visual presentations of social studies information
4 <sup>th</sup> WEEK	The Civil War	North vs South Grant vs Lee	1(A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects 1(C) 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 Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War 5(C) explain the origin and development of American political parties 8(A) 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 8(B) 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 8(C) 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 9(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act. 10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries 10(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States 12(A) identify economic differences among different regions of the United States 12(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history 16(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States 21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues 22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John



3rd Quarter

Resources:

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			<p>Marshall, and Abraham Lincoln</p> <p>22(B) 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>23(E) identify the political, social, and economic contributions of women to American society</p> <p>26(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States</p> <p>26(B) identify examples of American art, music, and literature that reflect society in different eras</p> <p>27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts</p> <p>29(B) 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> <p>29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps</p> <p>29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</p> <p>29(E) support a point of view on a social studies issue or event</p> <p>29(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author</p> <p>30(A) use social studies terminology correctly</p> <p>30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p> <p>30(D) create written, oral, and visual presentations of social studies information</p>
5 <sup>th</sup> WEEK	Reconstructi on Era	States returning to the U.S. Building up the South way of life	<p>1(A) 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, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p> <p>8(B) 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>9(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</p> <p>9(B) evaluate the impact of the election of Hiram Rhodes Revels</p> <p>9(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups</p> <p>12(A) identify economic differences among different regions of the United States</p> <p>9(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S.</p>



**3rd Quarter**

**Resources:**

Week	Unit/Lesson	Learning Objectives	Reporting Categories (TEKS)
			<p>history</p> <p>21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</p> <p>22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</p> <p>22(B) 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>23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</p> <p>24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</p> <p>27(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</p> <p>29(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States</p> <p>29(B) 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> <p>29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, time-lines, and maps</p> <p>29(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants</p> <p>29(E) support a point of view on a social studies issue or event</p> <p>30(A) use social studies terminology correctly</p> <p>30(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</p> <p>30(D) create written, oral, and visual presentations of social studies information</p>
6 <sup>th</sup> WEEK	Reconstructi on Era Continue	Rewriting the constitution of the se states.	<i>TEKS continued</i>
7 <sup>th</sup> WEEK	Overall unit Review	General review; Use STAAR Master book; also use flashcards.	
8 <sup>th</sup> WEEK	The Bill of Rights	Review 1 <sup>st</sup> ten presidents and their	



**DARUL ARQAM NORTH**

**Scope & Sequence  
Social Studies Grade 8**

**3rd Quarter**

<b>Resources:</b>			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories (TEKS)</b>
		contributions; also review the first ten amendments.	
<b>9<sup>th</sup> WEEK</b>	Benchmark	Review the American Revolution.	

**4th Quarter**

<b>Resources:</b>			
<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories (TEKS)</b>
<b>1<sup>st</sup> WEEK</b>	Unit 3 Review	Review the Federalist Era and Jefferson Era	
<b>2<sup>nd</sup> WEEK</b>	Unit 3 Review Continue	Review the Civil War	
<b>3<sup>rd</sup> WEEK</b>	Unit 3 Review	Review the Reconstruction Period	
<b>4<sup>th</sup> WEEK</b>	STAAR Review	Review Manifest Destiny	
<b>5<sup>th</sup> WEEK</b>	STAAR Review Continue	STAAR review Packet; quiz on each Era.	
<b>6<sup>th</sup> WEEK</b>	Civil War Project	Students will be working on either their choice on a play or a 3d model of an event that occurred	7 (A) analyze the impact of tariff policies on sections of the United States before the Civil War; (B) compare the effects of political, economic, and social factors on slaves and free blacks; (C) analyze the impact of slavery on different sections of the United States



**4th Quarter**

**Resources:**

<b>Week</b>	<b>Unit/Lesson</b>	<b>Learning Objectives</b>	<b>Reporting Categories (TEKS)</b>
		during this time period.	
<b>7<sup>th</sup> WEEK</b>	Presentation/ Bill of rights week	The students will present the project, along with needing to recall the amendment that is in the bill of rights.	
<b>8<sup>th</sup> WEEK</b>	STAAR Review Documentary Review	Students will watch a documentary video that shows how the United States is shaped into today's society, as we know it.	
<b>9<sup>th</sup> WEEK</b>	<b>STAAR TEST</b> Video wrap up/ Class presentation	Review STAAR using STAAR Master workbooks and flashcards	Look through the textbook and write about your favorite era; explain why it is. Game on History of the USA trivia
	Graduation		