

Grade 8 Social Studies Scope & Sequence

1 st Six Weeks	2 nd Six Weeks
<ul style="list-style-type: none"> ◆ Unit 0: The First Five Days (5 days) ◆ Aug.14- Aug.20 https://casel.org/wp-content/uploads/2017/01/Competencies.pdf ➤ Big Ideas: Develop classroom culture, building community, and establish rules and procedures <ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making ◆ Unit 1: Exploration and Colonization of America (20 days) ◆ Aug.21- Sept. 19 ➤ Big Ideas: <ul style="list-style-type: none"> ● Events from one time-period influence events in later time periods ● The physical geography of a place can determine who settles in that place and how they make a living. ● The physical geography of a place can determine who settles in that place and how they make a living. ● Colonists benefited from early English traditions of representative government. ➤ Important Concepts: 	<ul style="list-style-type: none"> ◆ Unit 2: The American Revolution and How It Led to our Constitution (27 Days) ◆ Sept. 24- Nov. 1 ➤ Big Ideas: <ul style="list-style-type: none"> ● Ideas and interests that are in direct conflict with existing government may cause revolution. ● Key people influence societies and bring about change. ● All conflicts and revolutions have political, economic, and social causes and effects ● The aim of a constitutional government is to create a fair and peaceful society. ● Democracy has developed from many forms of government. ➤ Important Concepts: <p>Students will study the causes and events of the American Revolution as well as their effects. The major focus of this unit is that students understand what led to the American Revolution, causation, conflict and leadership to analyze causes of the American Revolution including those individuals who assumed leadership in that conflict. Students will study the Declaration of Independence and identify the important ideas and the role of this document in the foundation of our country, battles and other events during the revolution, key individuals and their impact, and the effects of the revolution on the newly formed United States of America. The unit concludes with an examination of the short and long-term effects of the United States fight for freedom against Britain.</p>

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<p>Students will study European exploration and colonization of North America. The unit focuses on Jamestown and Plymouth, the first two English settlements in the Americas.</p> <p>The major focus of this unit is that students understand the motives for exploration, the impact geography had on colonization including population distribution, settlement patterns, and economic activities, and political, economic, religious, and social reasons that the British Thirteen Colonies were established.</p> <ul style="list-style-type: none"> ➤ Readiness TEKS: <ul style="list-style-type: none"> 8.1A, 8.2A, 8.3A, 8.7C, 8.10A, 8.11A, 8.12B, 8.15D, 8.23A ➤ Supporting TEKS: <ul style="list-style-type: none"> 8.1B, 8.2B, 8.3B, 8.3C, 8.7B, 8.10B, 8.10C, 8.11B, 8.12A, 8.12C, 8.15E, 8.21C, 8.23D, 8.25A, 8.25B 	<p>People have a voice in limited government. The powers of the U.S. government are divided among branches, each with their own duties and responsibilities. Governments evolve over time. Civic responsibility is an important part of democracy. U.S. citizens have rights that are protected by the U.S. Constitution.</p> <ul style="list-style-type: none"> ➤ Readiness TEKS: <ul style="list-style-type: none"> 8.1A, 8.4A, 8.4C, 8.7C, 8.10C, 8.15A, 8.15C, 8.15D, 8.16A, 8.17A, 8.18A, 8.19A, 8.19B, 8.25C ➤ Supporting TEKS: <ul style="list-style-type: none"> 8.1B, 8.4B, 8.4D, 8.10A, 8.15B, 8.19C, 8.20A, 8.20B, 8.21A, 8.21B, 8.21C, 8.22B, 8.23C, 8.23D, 8.23E, 8.25A, 8.26B
<p>3rd Six Weeks</p>	<p>4th Six Weeks</p>
<ul style="list-style-type: none"> ◆ Unit 3: Early Republic and Their Presidents (26 Days) ◆ Nov. 6- Dec. 19 <ul style="list-style-type: none"> ➤ Big Ideas: <ul style="list-style-type: none"> ● People influence societies and bring about change. ● Good leaders must deal effectively with political, economic, and social issues ● Organized groups often exert greater influence than individuals ➤ Important Concepts: 	<ul style="list-style-type: none"> ◆ Unit 0: The First Five Days (5 days) ◆ Jan. 7- Jan. 13 <ul style="list-style-type: none"> https://casel.org/wp-content/uploads/2017/01/Competencies.pdf ➤ Big Ideas: Develop classroom culture, building community, and establish rules and procedures <ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision-Making

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Students will study the first four presidents of the United States and their policies. The major focus of this unit is that students understand the foreign and domestic policy issues Washington, Adams, Jefferson, and Madison faced as well as the formation of political parties and their impact on US politics. Students will learn about the feeling of the country. There is a pride in their country as well as the country is self-supporting through Free Enterprise.

➤ Readiness TEKS:

8.1A, 8.5A, 8.5C, 8.5E, 8.6A, 8.10C, 8.18A

➤ Supporting TEKS:

8.1B, 8.5B, 8.5D, 8.11B, 8.13A, 8.18B, 8.20A, 8.21A, 8.22A, 8.22B

➤ **Unit 4: Moving into a New Era with Westward Expansion, Industrialization and Reforms (26 Days)**

➤ **Jan. 14- Feb. 21**

➤ Big Ideas:

- People influence societies and bring about change.
- Organized groups often exert greater influence than individuals
- The physical geography of a place can determine who settles in that place and how they make a living.
- Technological innovations help overcome geographic limitations.
- Events from one time-period influence events in later time periods.

➤ Important Concepts:

Students will study the Term of Andrew Jackson, his run for office, the Bank Crisis, the movement of the native Americans and the events of his office.

Students will study how Manifest Destiny influenced the growth of the United States, the causes and effects of the Mexican War, the acquisition of Western lands, and how technology influenced westward expansion. The major focus of this unit is that students understand the causes and effects of territorial growth of the United States during the 19th century. The major focus of this unit is that students understand how the Industrial Revolution transforms America, growth and the growing need for reform.

➤ Readiness TEKS:

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	<p>8.1A, 8.5C, 8.6C, 8.7C, 8.10A, 8.10B, 8.10C, 8.11A, 8.12B, 8.12C, 8.13B, 8.15D, 8.17B, 8.18A, 8.23A, 8.24B, 8.27A, 8.27B</p> <p>➤ Supporting TEKS:</p> <p>8.1B, 8.5B, 8.5F, 8.5G, 8.6B, 8.7A, 8.7D, 8.10A, 8.11B, 8.12A, 8.13A, 8.14A, 8.14B, 8.20B, 8.21A, 8.21C, 8.22B, 8.23B, 8.23C, 8.23D, 8.23E, 8.24A, 8.25B, 8.26A, 8.27C, 8.28A, 8.26B, 8.27B, 8.27C, 8.28A, 8.28B</p>
5th Six Weeks	6th Six Weeks
<p>◆ Unit 5: Civil War and Reconstruction (33 Days)</p> <p>◆ Feb. 24- Apr. 17</p> <p>➤ Big Ideas:</p> <ul style="list-style-type: none"> ● The geography affects where and how people live. ● Turning points help define major eras in history; some are so significant they change the world. ● All conflicts and revolutions have political, social, and economic causes and effect ● Throughout time the United States have a flexible government. <p>➤ Important Concepts:</p> <p>Students will study life in the North and South during the Antebellum Period, growing sectionalism.</p> <p>Battles and events of the Civil War, and the period of Reconstruction. The major focus of this unit is that students understand the causes and effects of the Civil War. The concept of conflict to examine significant individuals and turning point events in the American Civil War, including an emphasis on the ideas and leadership of Abraham Lincoln and their</p>	<p>◆ Unit 0: STAAR Camp (15 Days)</p> <p>◆ Apr. 20- May 8</p> <p>➤ Big Ideas:</p> <ul style="list-style-type: none"> ● STAAR Review <p>➤ Important Concepts:</p> <p>Concepts of economic, social, and political change, this unit provides an opportunity to review concepts and information from the Grade 8 Social Studies course in early American history that helped form the heritage and government of the United States of America from colonial times through the highlights of Reconstruction. It can serve as a review of content for the Grade 8 Social Studies STAAR test.</p> <p>➤ Readiness TEKS: TEKS for this unit will be determined using the Assessed Curriculum from TEA and the Districts 5-year Historical Data.</p> <p>➤ Supporting TEKS: TEKS for this unit will be determined using the Assessed Curriculum from TEA and the Districts 5-year Historical Data.</p> <p>◆ Unit 6: Stepping Up to 9th Grade (16 Days)</p>

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impact on the period. Necessary changes for Reconstruction including passage of the 13th, 14th, and 15th Amendments

➤ Readiness TEKS:

8.1A, 8.7C, 8.8B, 8.10B, 8.10C, 8.15D, 8.16A, 8.16B 8.17B, 8.18A, 8.19A

➤ Supporting TEKS:

8.1B, 8.7A, 8.7B, 8.7D, 8.8A, 8.8C, 8.8D, 8.9A, 8.9B, 8.10A, 8.12A, 8.18C, 8.21A, 8.21C, 8.22A, 8.22B, 8.23B, 8.23C, 8.23D, 8.23E 8.26A, 8.26B, 8.28A

◆ **May 11- June 2**

➤ Big Ideas:

Students to analyze the idea that all people are created equal and consider the question “Have the promises of the Declaration of Independence that all men [people] are created equal been fulfilled?” It encourages students to interpret the experiences of minority groups including women, racial and ethnic groups

➤ Important Concepts:

What are the rights and responsibilities of being a citizen in the United States?

➤ Readiness TEKS: 8.1A

➤ Supporting TEKS: 8.1B, 8.19C

Processing Standards: 8.29, 8.30, 8.31__ Taught Throughout