

## United States History Since 1877 Overview 2025-2026

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

### Definitions

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller, isolated facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

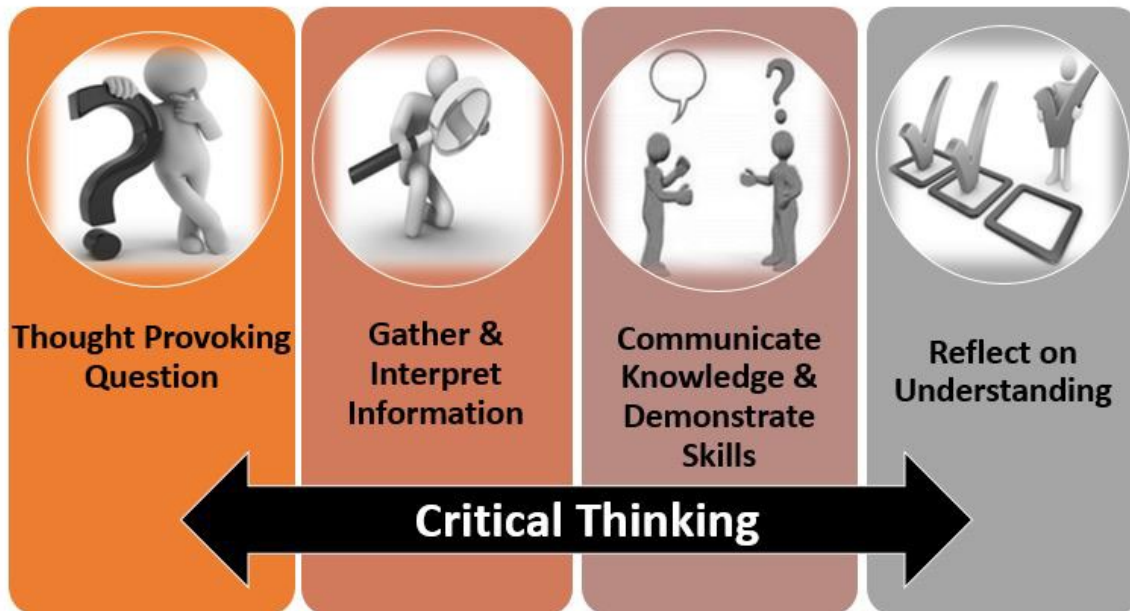
Instructional Model – The structures, guidelines or models in which students engage in a particular content that ensures understanding of that content.

### Parent Supports

The following resources provide parents with ideas to support students' understanding

- Active Classroom
- [Britannica School](#)
- [Ebsco Host](#)
- [World Book](#)
- [Khan Academy](#)
- NewsELA ([Access through FBISD Clever Portal](#))

## Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.

### Adopted Resources

[FBISD High School Resources](#)

### Process Standards

**USH.28** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

**USH.29** The student communicates in written, oral, and visual forms.

**USH.30** The student uses geographic tools to collect, analyze, and interpret data.

**USH.31** The student uses problem-solving and decision-making skills, working independently and with others.

## Grading Period 1

### Unit 1: Transition and Change in America

Estimated Date Range: 08/12-09/04

#### Assessments

**State Assessments**  
N/A

**District Assessments**  
N/A

**Common Formative Assessments (CFAs)**  
U1 C2 Gilded Age

#### Unit Overview:

In this three-concept unit, students will study about the foundations of the United States and about a time-period of change and transition in America. The major focus of this unit will be on the South following the Civil War and Reconstruction, the causes of industrialization and urbanization (rise of big business, technological innovations, etc.) and the social, political, and economic effects, as well as the causes and effect of closing the western frontier.

#### Big Ideas:

- Governmental policies (or the lack of policies) sometimes have unintended consequences.
- Eras are periods of time, classified by like or related events and issues.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

#### Thought Provoking Questions

- How is society impacted by governmental policies (or the lack of policies)?
- What does the name of an era tell us about the era?
- Is all growth good?

#### Concepts within Unit 1

#### TEKS

Concept #1: Foundations of America

USH.1A, USH.1B, USH.1C, USH.21A, USH.21B, USH.22C

Concept #2: The Gilded Age

USH.2A, USH.3A, USH.3B, USH.3C, USH.6A, USH.13A, USH.14A, USH.15B, USH.23A, USH.25B, USH.26A

Concept #3: Closing the Frontier

USH.3A, USH.3B, USH.12A, USH.13A, USH.14A, USH.15A, USH.15C, USH.25B, USH.26B, USH.27A

### Unit 2: Reform

Estimated Date Range: 09/05-09/17

#### Assessments

**State Assessments**  
N/A

**District Assessments**  
N/A

**Common Formative Assessments (CFAs)**  
N/A

**Unit Overview:**

In this two-concept unit, students will study about reform and imperialism. In the first concept of this unit, students will understand that political, social, and economic effects of the Gilded Age led to a call for reform. In the second concept of this unit, students will learn about the steps and success of the Progressive movement.

**Big Ideas:**

- Patterns of change and continuity can be observed across time and place.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

**Thought Provoking Questions**

- How do events from one-time period influence events in later time-periods?
- Is all growth good?
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Concepts within Unit 2	TEKS
Concept #1: Call for Reform	USH.2A, USH.3A, USH.3B, USH.3C, USH.5A, USH.5B, USH.5C, USH.14B, USH.15B, USH.20B, USH.22B
Concept #2: Making Progress	USH.2A, USH.5A, ,USH.15B, USH.5B, USH.5C, USH.14B, USH.20B

**Grading Period 2**

**Unit 3: Becoming a World Power**

Grading Period 2 Estimated Date Range: 09/18-10/10

Assessments		
State Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A

**Unit Overview:**

In this three-concept unit, students will study students will understand how the United States began to expand and become a world power and about the causes, events, and effects of WWI. The major focus of this unit is that students understand the reasons for U.S. entry into the war, how technology changed warfare, and the political, social, and economic effects of WWI.

**Big Ideas:**

- All conflicts and revolutions have political, social, and economic effects.
- Turning points help define major eras in history, some are so significant they change the world.

**Thought Provoking Questions**

- What are the causes and effects of conflict?
- When do you know a turning point has occurred?

Concepts within Unit 3	TEKS
Concept #1: Expanding Influence	USH.2A, USH.4A, USH.12A, USH.15D, USH.2B, USH.4B, USH.15C
Concept #2: U.S. Enters WWI	USH.4C, USH.4D, USH.4E, USH.4F, USH.15D, USH.18B, USH.23B

Concept #2: End of WWI		USH.2A, USH.2B, USH.4F	
<b>Unit 4: Roaring Twenties</b> Estimated Date Range: 10/21-11/05			
<b>Assessments</b>			
<b>State Assessments</b> N/A	<b>District Assessments</b> N/A		<b>Common Formative Assessments (CFAs)</b> N/A
<b>Unit Overview:</b> In this two-concept unit, students will study about the economics, politics, and society of the 1920s. The major focus of this unit is that students understand how a growing economy fostered a changing society and cultural innovations.			
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>Governmental policies (or the lack of policies) sometimes have unintended consequences.</li><li>Events from one time-period influence events in later time-periods.</li></ul>			
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"><li>How is society impacted by governmental policies (or lack of policies)?</li><li>What does the name of an era tell us about the era?</li></ul>			
<b>Concepts within Unit 4</b>		<b>TEKS</b>	
Concept #1: Economics and Politics of the 1920s		USH.15C, USH.16A, USH.18C, USH.26A, USH.26C	
Concept #2: Social and Cultural Issues of the 1920s		USH.2A, USH.6A, USH.6B, USH.13A, USH.22B, USH.24A, USH.24B, USH.24C	
<b>Unit 5: Great Depression and the New Deal</b> Estimated Date Range: 11/06-11/21			
<b>Assessments</b>			
<b>State Assessments</b> N/A	<b>District Assessments</b> N/A		<b>Common Formative Assessments (CFAs)</b> U5 C1 & C2 Great Depression & New Deal
<b>Unit Overview:</b> In this two-concept unit, students will study about the causes and effects of the Great Depression and the steps taken by the government to address it. The major focus of this unit is for students to understand that economies move through cycles of growth and decline, examine what life was like during the Great Depression, and summarize how leaders attempted to address and correct the Great Depression.			
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>Turning points help define major eras in history, some are so significant that they change the world.</li><li>Leaders are visionaries.</li></ul>			

**Thought Provoking Questions**

- Can one point in time change things forever?
- Can one person influence a nation?

Concepts within Unit 5		TEKS	
Concept #1: The Great Depression		USH.2B, USH.12A, USH.16B, USH.16C	
Concept #2: The New Deal		USH.2A, USH.16D, USH.16E, USH.18A, USH.18B, USH.19B, USH.25D	
Unit 6: WWII			
Estimated Date Range: 12/01-12/15			
Assessments			
State Assessments		Mid-Terms	
N/A		12/16-12/19	
<b>Unit Overview:</b> In this three-concept unit, students will study about the causes, events, and effects of WWII. The major focus of this unit is that students understand the reasons for U.S. entry into the war, how the war affected in the home front, and how the U.S. fought a multiple front war.			
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• All conflicts and revolutions have political, social, and economic causes.</li><li>• All conflicts and revolutions have political, social, and economic effects.</li><li>• Turning points help define major eras, some are so significant they change the world.</li></ul>			
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"><li>• Can conflicts be avoided?</li><li>• How does conflict affect people/us?</li><li>• Can one point in time change things forever?</li></ul>			
Concepts within Unit 6		TEKS	
Concept #1: WWII – War Begins		USH.7A, USH.7B, USH.7C	
Concept #2: WWII – Home Front		USH.7B, USH.7C, USH.7F, USH.17A, USH.18B	
Concept #3: WWII – Multiple Fronts		USH.2A, USH.2B, USH.7B, USH.7C, USH.7D, USH.7E, USH.7G, USH.23B, USH.26B	

Grading Period 3		
Unit 7: America and the Cold War		
Estimated Date Range: 01/08-02/03		
State Assessments N/A	Assessments District Assessments N/A	Common Formative Assessments (CFAs) N/A
<b>Unit Overview:</b> In this three-concept unit, students will study about the U.S. during the Cold War. The major focus of this unit is that students understand the relationship between the United States and the Soviet Union after WWII, the impact this had on the citizens of the United States, the actions of the federal government, and the end of the Cold War.		
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Governmental policies (or the lack of policies) sometimes have unintended consequences.</li> <li>All conflicts have political, social, and economic causes and effects.</li> <li>Turning points help define major eras in history, some are so significant they change the world.</li> </ul>		
<b>Thought Provoking Questions</b> <ul style="list-style-type: none"> <li>How is society impacted by governmental policies (or lack of policies)?</li> <li>What are the causes and effects of conflict?</li> <li>When do you know a turning point has occurred?</li> </ul>		
Concepts within Unit 7		TEKS
Concept #1: Postwar Boom and the Beginnings of the Cold War (1945-1960)		USH.2B, USH.8A, USH.8B, USH.8C, USH.17B, USH.17E, USH.24B
Concept #2: The Cold War Heats Up (1960s and 1970s)		USH.2B, USH.8A, USH.8B, USH.8D, USH.8E, USH.8F, USH.18B, USH.19A, USH.20A, USH.22A, USH.22B, USH.23B, USH.24A, USH.26B
Concept #3: The End of the Cold War		USH.2A, USH.2B, USH.10A, USH.10B, USH.11A, USH.17C
Unit 8: Great Society & The Civil Rights Movement		
Estimated Date Range: 02/04-02/20		
State Assessments TELPAS Window 02/16-03/27	Assessments District Assessments N/A	Common Formative Assessments U8 C2 Civil Rights Window 02/18-02/20
<b>Unit Overview:</b> In this two-concept unit, students will study about the Great Society and the Civil Rights movement. The major focus of the first concept in this unit is that students understand the role of the government in creating economic opportunities. In the second concept of this unit, students need to understand political organizations/leaders who were instrumental in the Civil Rights movement, the actions of the federal government, and the social impacts on the United States.		
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Governmental policies (or lack of policies) sometimes have unintended consequences.</li> <li>Key people influence societies and bring about change.</li> </ul>		

**Thought Provoking Questions**

- How is society impacted by governmental policies (or lack of policies)?
- Can citizens change the world?

Concepts within Unit 8	TEKS
Concept #1: Great Society	USH.17D, USH.25A
Concept #2: Civil Rights Movements	USH.2B, USH.9B, USH.9C, USH.9D, USH.9E, USH.9F, USH.9G, USH.9H, USH.9I, USH.9J, USH.17D, USH.20A, USH.22A, USH.22B, USH.23A, USH.24B, USH.25A, USH.25D

**Unit 9: End of the 20<sup>th</sup> Century**

Estimated Date Range: 02/23-03/13

Assessments		
<b>State Assessments</b> STAAR Interim 02/23-02/27 TELPAS Window 02/16-03/27 SAT 03/04	<b>District Assessments</b> N/A	<b>Common Formative Assessments (CFAs)</b> U9 C2 Economy & Tech 3/11-13

**Unit Overview:**

In this three-concept unit, students will study about the end of the 20<sup>th</sup> century, and the transitions that resulted in presidencies, the economy, and issues pertaining to contemporary America.

**Big Ideas:**

- Leaders must deal effectively with political, economic, and social issues.
- Countries trade to meet the needs of their people.
- People are affected by contemporary issues, events, and people.

**Thought Provoking Question**

- What issues do leaders face?
- How are we impacted by trade?
- To what degree do contemporary issues, events, and people shape a society?

Concepts within Unit 9	TEKS
Concept #1: Presidencies	USH.2B, USH.10B, USH.10C, USH.10D, USH.10E, USH.11A, USH.11B, USH.11C, USH.13A, USH.14B, USH.17E, USH.18B,



	USH.18C, USH.18D, USH.19B, USH.20A, USH.23A	
Concept #2: Global Economic Issues	USH.11D, USH.17E, USH.26B, USH.27A, USH.27B	
Concept #3: Contemporary America	USH.9A, USH.12A, USH.13B, USH.18D, USH.22C, USH.22D, USH.23A, USH.24B, USH.24C, USH.25D, USH.26A, USH.26C, USH.27A	
Grading Period 4		
Unit 10: Into the 21 <sup>st</sup> Century Estimated Date Range: 03/23-04/14 Note: Re-engagement within the 5 days for STAAR review. <b>STAAR Assessment April 15</b> STAAR and Beyond: 04/16/26 – 05/28/26 (project based)		
State Assessments TELPAS Window 02/16-03/27 STAAR 04/15/26	Assessments District Assessments N/A	Finals 05/26-05/28
Unit Overview: In this three-concept unit, students will study about the beginning of the 21 <sup>st</sup> century, and the transitions that resulted in presidencies, the economy, and issues pertaining to contemporary America. This unit also has time built in to review and prepare for the EOC exam.		
Big Ideas: <ul style="list-style-type: none"><li>Leaders must deal effectively with political, economic, and social issues.</li><li>Countries trade to meet the needs of their people.</li><li>People are affected by contemporary issues, events, and people.</li></ul>		
Thought Provoking Question <ul style="list-style-type: none"><li>What issues do leaders face?</li><li>How are we impacted by trade?</li><li>To what degree do contemporary issues, events, and people shape a society?</li></ul>		
Concepts within Unit 10		TEKS
Concept #1: Presidencies of Clinton, Bush, & Obama		USH.11A, USH.18B
Concept #2: Economics of a Shrinking World		USH.26A, USH.26B
Concept #3: Contemporary American Culture		USH.9A, USH.13B, USH.24B, USH.25C