# U.S. History – Grade 8
## Overview
2019-2020

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 model 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
- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [Khan Academy](#)
- [NewsELA](#) (Access through FBISD Clever Portal)
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 Middle School Resources](#)

**Process Standards**

8.29 The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

8.30 The student communicates in written, oral, and visual forms.

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

**Grading Period 1**

**Unit 1: Exploration and Colonization**

Estimated Date Range: August 14 – September 13

**Unit Overview:**

In this two-concept unit, students will study European exploration and colonization of North America and the Thirteen British Colonies, including the foundations of representative government. 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.
Big Ideas:
- Exploration is driven by need, curiosity, and unpredictable events.
- Cultural regions have specific traits.

Thought Provoking Questions
- What motivates one to explore?
- To what degree is your identity tied to where you live?

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<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: European Exploration</td>
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<td>Concept #2: Thirteen British Colonies</td>
<td>8.1A, 8.2A, 8.2B, 8.3A, 8.3B, 8.3C, 8.10A, 8.11A, 8.12A, 8.12B, 8.12C, 8.15A, 8.15E, 8.23A, 8.25A, 8.25B</td>
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Grading Period 1 and 2

Unit 2: Revolutionary Era
Grading Period One Estimated Date Range: September 16 – October 10
Grading Period Two Estimated Date Range: October 15 – October 17

Unit Overview:
In this three-concept unit, 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, 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.

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

Thought Provoking Questions
- Why do people revolt?
- When do you know a turning point has occurred?
- How does conflict affect us/people?

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<th>Concepts within Unit #2</th>
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<td>Concept #1: Causes of the Revolution</td>
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<td>Concept #2: Events of the Revolution</td>
<td>8.1A, 8.1B, 8.4B, 8.4C, 8.10C, 8.15C, 8.19A, 8.22B, 8.23E</td>
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<td>Concept #3: Critical Period – America After the Revolution</td>
<td>8.1A, 8.4C, 8.6A, 8.15B, 8.20A</td>
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Grading Period 2

Unit 3: Constitution and Government
Estimated Date Range: October 18 – November 22

Unit Overview:
In this three-concept unit, students will study the Constitutional Convention, Principles of the U.S. Constitution, and Rights and Responsibilities of U.S. citizens. The major focus of this unit is that students understand the influences of the past on the creation of the Constitution, what led to the Constitutional Convention, the writing of the US Constitution (including the key individuals and compromises), how the Constitution reflects the seven major principles and how they form the basis for our government, why and how the Constitution has and can be amended, and what responsible citizenship looks like.
Big Ideas:
- Governments evolve over time.
- The aim of a constitutional government is to create a more fair and peaceful society.
- Knowledgeable and active citizens protect democracy.

Thought Provoking Questions
- Why do governments change?
- How can a government ensure fairness and peace in a society?
- Should you be knowledgeable in order to be an active citizen?

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<tr>
<td>Concept #1: Constitutional Convention</td>
<td>8.1A, 8.1B, 8.4D, 8.5C, 8.15A, 8.17A, 8.20A, 8.21A</td>
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<tr>
<td>Concept #2: Principles of the U.S. Constitution and Amendment Process</td>
<td>8.15C, 8.15D, 8.16A</td>
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<tr>
<td>Concept #2: Rights and Responsibilities</td>
<td>8.19A, 8.19B, 8.19C, 8.21B, 8.25A, 8.25C</td>
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Grading Period 2 and 3

Unit 4: The Early Republic
Grading Period Two Estimated Date Range: December 2 – December 13
Grading Period Three Estimated Date Range: January 7 – January 29

Unit Overview:
In this four-concept unit, 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.

Big Ideas:
- Leaders must deal effectively with political, economic, and social issues.
- Turning points help define major eras in history, some are so significant they change the world.
- Leaders must deal effectively with political, economic, and social issues.
- All conflicts and revolutions have political, social, and economic causes and effects.

Thought Provoking Questions
- What makes a leader effective?
- Can one point in time change things forever?
- What issues do leaders face?
- What are the causes and effects of conflict?

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<th>Concepts within Unit #4</th>
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<td>Concept #1: George Washington in Office</td>
<td>8.1A, 8.5A, 8.5B, 8.5E, 8.14A, 8.14B, 8.20A, 8.22A</td>
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<td>Concept #2: Political Parties – Democratic Republicans &amp; Federalists</td>
<td>8.1A, 8.1B, 8.5A, 8.5B, 8.5E, 8.18A, 8.18B, 8.20A, 8.22A</td>
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<tr>
<td>Concept #3: Adams and Jefferson</td>
<td>8.1A, 8.5A, 8.5B, 8.5E, 8.13A</td>
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Grading Period 3

Unit 5: America Transforming – Industry, Democracy, and Reform
Estimated Date Range: January 30 – March 6
**Unit Overview:**
In this four-concept unit, students will study the Industrial Revolution, the Era of Good Feelings, the Age of Jackson and the Reform Era. The major focus of this unit is that students understand how the Industrial Revolution transforms America, growth and development of our nation during the Era of Good Feelings, the growth of democracy during Jackson’s Presidency, and the growing need for reform.

**Big Ideas:**
- Leaders must deal effectively with political, economic, and social issues.
- Scientific discoveries and technological innovations may have consequences.
- Eras are periods of time, classified by like or related events and issues.
- Key people influence societies and bring about change.

**Thought Provoking Questions**
- What makes a leader effective?
- What are the impacts of new ideas and inventions?
- Can a period of time change a nation?
- Can citizens change the world?

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<td>Concept #2: Industrial Revolution</td>
<td>8.10C, 8.11A, 8.11B, 8.12A, 8.12B, 8.13B, 8.14A, 8.14B, 8.23A, 8.23B, 8.23D, 8.27A, 8.27B, 8.27C, 8.28A, 8.28B</td>
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<tr>
<td>Concept #3: Age of Jackson</td>
<td>8.1A, 8.5A, 8.5B, 8.5F, 8.5G, 8.7D, 8.10C, 8.17B, 8.23C</td>
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<td>Concept #4: Reform in the Republic</td>
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**Grading Period 4**

**Unit 6: Westward Expansion**
Estimated Date Range: March 16 – March 27

**Unit Overview:**
In this two-concept unit, 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.

**Big Ideas:**
- All conflicts and revolution have political, social, and economic causes and effects.
- Humans impact their environment and their environment impacts them.

**Thought Provoking Questions**
- What are the causes and effects of conflict?
- How does where you live, impact how you live?

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<th>Concepts within Unit #6</th>
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<td>Concept #1: U.S. – Mexican War</td>
<td>8.6B, 8.6C, 8.20B, 8.21B</td>
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<tr>
<td>Concept #2: Westward Expansion</td>
<td>8.1A, 8.6B, 8.10B, 8.10C, 8.11A, 8.12C, 8.23A, 8.23C, 8.23D, 8.27B, 8.27C</td>
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Unit 7: Civil War and Reconstruction
Estimated Date Range: March 30 – May 21

Unit Overview:
In this four-concept unit, students will study life in the North and South during the Antebellum Period, growing sectionalism, 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, including local history.

Big Ideas:
- Places and regions within the same country have different physical and human characteristics.
- Turning points help define major eras in history, some are so significant they change the world.
- Eras are periods of time, classified by like or related events and issues.
- All conflicts and revolutions have political, social, and economic causes and effects.
- Governmental policies (or the lack of policies) sometimes have unintended consequences.

Thought Provoking Questions
- How does where you live impact how you live?
- When do you know a turning point has occurred?
- How do you know that a period of time is an "era"?
- How does conflict affect people/us?
- How is society impacted by governmental policies (or the lack of policies)?

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<th>Concepts within Unit #7</th>
<th>TEKS Link to TEKS</th>
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<td>Concept #1: Antebellum North and South</td>
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<td>Concept #2: Causes of the Civil War/War Begins</td>
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<td>Concept #3: The Civil War</td>
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<td>Concept #4: Economic, Social, and Political Effects of War</td>
<td>8.1A, 8.9A, 8.9B, 8.9C, 8.16B, FB1</td>
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