



## Teacher Learning Report Grade 8 Social Studies

>> Exploration and Colonization	Unit	CHECKPOINT		
		1	2	3
<b>8.2 History.</b> The student understands the causes of exploration and colonization eras.  Connected Knowledge and Skills 8.3, 8.7, 8.11, 8.12, 8.15, 8.23, 8.25				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧ 8.29(C) organize and interpret information ⑧ 8.30(A) use social studies terminology correctly  <i>connected 8.29(D), 8.29(F)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Reasons for Exploration and Early Colonization</b>				
❖ 8.2(A) identify reasons for English, Spanish, and French exploration and colonization of North America ⑧ <i>Spiral Standard: 8.1(A)</i>				
8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies ⑧ <i>Spiral Standards: 8.1(B), 8.10(A)</i>				

Physical and Human Geography of the Colonial Regions	Unit	CHECKPOINT		
		1	2	3
❖ 8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, ... in the United States ⑧ <i>Spiral Standard</i>				
8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration ⑧ ⑧ <i>Spiral Standards: 8.10(B), 8.10(C), 8.12(C)</i>				
8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies ⑧ <i>Spiral Standards: 8.10(A), 8.11(B), 8.23(D)</i>				

Economics of the Colonial Regions	Unit	CHECKPOINT		
		1	2	3
❖ 8.11(A) analyze how physical characteristics of the environment influenced ... economic activities in the United States <i>Spiral Standard</i> ⑧				
8.7(C) analyze the impact of slavery on different sections of the United States				
8.12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery ⑧ <i>Spiral Standard: 8.10(B), 8.12(C)</i>				
8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks ⑧ <i>Spiral Standard: 8.12(A)</i>				

Representative Government and Its Growth	Unit	CHECKPOINT		
		1	2	3
❖ 8.3(A) explain the reasons for the growth of representative government and institutions during the colonial period ⑧ <i>Spiral Standards: 8.1(A), 8.15(D)</i>				
8.3(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				
8.3(C) describe how religion and virtue contributed to the growth of representative government in the American colonies				
8.15(E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America				
8.25(A) trace the development of religious freedom in the United States ⑧ ⑧ <i>Spiral Standard: 8.23(D)</i>				



## Teacher Learning Report Grade 8 Social Studies

### Process (Ways to Show)

8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup>

*connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)*

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 8 Social Studies

### American Revolution

**8.4 History.** The student understands significant political and economic issues of the revolutionary ... era.

Connected Knowledge and Skills 8.15, 8.19, 8.20, 8.22, 8.23

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧  
 8.29(C) organize and interpret information ⑧  
 8.30(A) use social studies terminology correctly

connected 8.29(D), 8.29(F)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Causes of the Revolution

❖ 8.4(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

⑧ *Spiral Standard: 8.11(A)*

8.4(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, ... Samuel Adams, Mercy Otis Warren, ... Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, ... Thomas Paine, and George Washington

8.20(A) evaluate the contributions of the Founding Fathers as models of civic virtue ⑧

8.20(B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party ...

8.23(E) identify the political, social, and economic contributions of women to American society *Spiral Standard* ⑧

⑧ *Spiral Standards: 8.10(A), 8.23(D), 8.26(A)*

Unit	CHECKPOINT		
	1	2	3

#### Revolutionary War

❖ 8.4(C) explain the issues surrounding important events of the American Revolution, including ... fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783

⑧ *Spiral Standard: 8.1(A)*

8.4(B) explain the roles played by significant individuals during the American Revolution, including ... Wentworth Cheswell, ... Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, ... Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington

8.20(A) evaluate the contributions of the Founding Fathers as models of civic virtue ⑧

8.22(B) describe the contributions of significant political, social, and military leaders of the United States such as ... John Paul Jones ...

⑧ *Spiral Standard: 8.10(A)*

Unit	1	2	3

#### Independence

❖ 8.15(C) identify colonial grievances listed in the Declaration of Independence ...

8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence ...

8.19(A) define and give examples of unalienable rights ⑧

⑧ *Spiral Standard: 8.1(B)*

Unit	1	2	3

### Process (Ways to Show)

Unit	CHECKPOINT		
	1	2	3



## Teacher Learning Report Grade 8 Social Studies

8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup>

*connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)*

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## Teacher Learning Report Grade 8 Social Studies

>> Constitution	Unit	CHECKPOINT		
		1	2	3
<p><b>8.15 Government.</b> The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents.</p> <p style="text-align: right;">Connected Knowledge and Skills 8.4, 8.7, 8.16, 8.17, 8.18, 8.19, 8.21, 8.25</p>				
Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧</p> <p>8.29(C) organize and interpret information ⑧</p> <p>8.30(A) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 8.29(D), 8.29(F)</i></p>				
Content	Unit	CHECKPOINT		
		1	2	3
The Articles and the Constitutional Convention				
<p>❖ 8.4(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise</p> <p>8.7(C) analyze the impact of slavery on different sections of the United States</p> <p>⑧ <i>Spiral Standards: 8.1(A), 8.10(C)</i></p> <p>8.15(B) summarize the strengths and weaknesses of the Articles of Confederation</p> <p>⑧ <i>Spiral Standards: 8.1(B), 8.21(C), 8.23(C)</i></p>				
Government/Citizenship				
<p>❖ 8.15(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 <i>Spiral Standard</i> ⑧</p> <p>8.15(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, ... on the U.S. system of government ⑧</p> <p>8.16(A) summarize the purposes for amending the U.S. Constitution</p> <p>8.18(A) identify the origin of judicial review</p> <p>8.19(C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries ⑧</p> <p>⑧ <i>Spiral Standard: 8.21(A)</i></p>				
Ratification Debate				
<p>❖ 8.17(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</p> <p>8.15(A) identify the influence of ideas from historic documents, including the ... Federalist Papers on the U.S. system of government ⑧</p> <p>⑧ <i>Spiral Standard: 8.1(A)</i></p> <p>⑧ <i>Spiral Standards: 8.21(A), 8.21(C)</i></p>				
Bill of Rights				
<p>❖ 8.19(B) summarize rights guaranteed in the Bill of Rights ⑧</p> <p>8.15(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</p> <p>8.16(A) summarize the purposes for amending the U.S. Constitution</p> <p>8.19(A) define and give examples of unalienable rights ⑧</p> <p>8.25(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life</p> <p>⑧ <i>Spiral Standard: 8.15(D)</i></p> <p>8.21(B) describe the importance of free speech and press in a constitutional republic ⑧</p> <p>8.25(A) trace the development of religious freedom in the United States ⑧</p>				



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### Process (Ways to Show)

8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup>

*connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)*

>> TEKS clusters typically requiring additional time and focus in the curriculum

Unit	CHECKPOINT		
	1	2	3



## Teacher Learning Report Grade 8 Social Studies

### >> Early Republic

**8.5 History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.

Connected Knowledge and Skills 8.6, 8.13, 8.18, 8.20, 8.22

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑩  
 8.29(C) organize and interpret information ⑩  
 8.30(A) use social studies terminology correctly

connected 8.29(D), 8.29(F)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Setting the Precedent: The First Six Presidents

- ❖ 8.22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, ...
- 8.5(E) ... explain the impact of Washington's Farewell Address ...
- ⑩ *Spiral Standard: 8.1(A)*
- 8.20(A) evaluate the contributions of the Founding Fathers as models of civic virtue ⑩

Unit	CHECKPOINT		
	1	2	3

#### Formation of Political Parties

- ❖ 8.5(C) explain the origin and development of American political parties
- 8.5(E) ... explain the impact of Washington's Farewell Address ...
- 8.5(B) summarize arguments regarding protective tariffs, taxation, and the banking system
- ⑩ *Spiral Standard: 8.21(A)*

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#### Domestic Issues of the Early Republic

- ❖ 8.5(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system
- 8.6(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States
- ⑩ *Spiral Standard: 8.10(C)*
- 8.18(A) identify the origin of judicial review
- 8.18(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden
- 8.22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, ...
- ⑩ *Spiral Standards: 8.1(B), 8.11(B)*

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#### National Security and Foreign Policy of the Early Republic

- ❖ 8.5(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine
- 8.5(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security ...
- 8.5(D) explain the causes, important events, and effects of the War of 1812
- 8.13(A) analyze the economic effects of the War of 1812

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### Process (Ways to Show)

8.29(B) analyze information in a variety of ways ⑩  
 connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)

Unit	CHECKPOINT		
	1	2	3



**CATHOLIC SCHOOLS**  
— ARCHDIOCESE OF SAN ANTONIO —

## Teacher Learning Report Grade 8 Social Studies

>> *TEKS clusters typically requiring additional time and focus in the curriculum*





## Teacher Learning Report Grade 8 Social Studies

### Age of Jackson

**8.5 History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.

Connected Knowledge and Skills 8.7, 8.17, 8.23

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧  
 8.29(C) organize and interpret information ⑧  
 8.30(A) use social studies terminology correctly

connected 8.29(D), 8.29(F)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Jacksonian Democracy

- ❖ 8.5(F) explain the impact of the election of Andrew Jackson, including expanded suffrage
- 8.5(C) explain the ... development of American political parties
- ⑧ *Spiral Standards: 8.1(A), 8.15(D)*
- 8.5(B) summarize arguments regarding protective tariffs, taxation, and the banking system
- 8.7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams
- ⑧ *Spiral Standard: 8.21(C)*

#### Conflicts and Compromise

- ❖ 8.17(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis ... ⑧
- 8.7(C) analyze the impact of slavery on different sections of the United States
- ⑧ *Spiral Standards: 8.12(C), 8.15(D)*
- 8.5(B) summarize arguments regarding protective tariffs, ... and the banking system
- 8.7(A) analyze the impact of tariff policies on sections of the United States before the Civil War
- 8.7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War ...
- ⑧ *Spiral Standards: 8.10(A), 8.21(A)*

#### Removal and Resettlement of the Cherokee Indians

- ❖ 8.5(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
- ⑧ *Spiral Standards: 8.10(C), 8.15(D)*
- 8.23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed *Spiral Standard*
- ⑧ *Spiral Standards: 8.21(A), 8.23(D), 8.26(A)*

### Process (Ways to Show)

8.29(B) analyze information in a variety of ways ⑧

Unit	CHECKPOINT		
	1	2	3



**CATHOLIC SCHOOLS**  
— ARCHDIOCESE OF SAN ANTONIO —

## Teacher Learning Report Grade 8 Social Studies

*connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)*

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## Teacher Learning Report Grade 8 Social Studies

Westward Expansion	Unit	CHECKPOINT		
		1	2	3
<b>8.6 History.</b> The student understands westward expansion and its effects on the political, economic, and social development of the nation.  <p style="text-align: right;"><i>Connected Knowledge and Skills 8.7, 8.11, 8.20, 8.27</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
8.29(A) differentiate between, locate, and use valid primary and secondary sources <sup>Ⓢ</sup> 8.29(C) organize and interpret information <sup>Ⓢ</sup> 8.30(A) use social studies terminology correctly  <p style="text-align: right;"><i>connected 8.29(D), 8.29(F)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Roots/Causes of Manifest Destiny</b>				
❖ 8.6(B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny Ⓢ <i>Spiral Standards: 8.1(A), 8.10(C)</i>				
8.27(C) analyze how technological innovations brought about economic growth such as the ... construction of the Transcontinental Railroad Ⓢ <i>Spiral Standards: 8.10(A), 8.11(B), 8.23(C), 8.28(A)</i>				

<b>Factors Contributing to Settlement</b>				
❖ 8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the ... 19th centuries <i>Spiral Standard</i> <sup>Ⓢ</sup> Ⓢ <i>Spiral Standards: 8.10(B), 8.10(C), 8.12(C)</i>				
8.27(C) analyze how technological innovations brought about economic growth such as ... the construction of the Transcontinental Railroad Ⓢ <i>Spiral Standards: 8.1(B), 8.10(A), 8.11(B), 8.12(A), 8.23(D), 8.23(E), 8.26(A), 8.28(A)</i>				

<b>Conflicts Arising from Westward Expansion</b>				
❖ 8.6(C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States 8.7(C) analyze the impact of slavery on different sections of the United States 8.20(B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as ... Henry David Thoreau's refusal to pay a tax Ⓢ <i>Spiral Standard: 8.23(C), 8.23(D)</i>				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup> <p style="text-align: right;"><i>connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)</i></p>				



## Teacher Learning Report Grade 8 Social Studies

### >> Industrialization

**8.13 Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.

Connected Knowledge and Skills 8.5, 8.12, 8.14, 8.23, 8.27, 8.28

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧  
 8.29(C) organize and interpret information ⑧  
 8.30(A) use social studies terminology correctly

connected 8.29(D), 8.29(F)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Factors of Industrialization

- ❖ 8.13(B) identify the economic factors that brought about rapid industrialization and urbanization
- 8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration ⑧
- ⑧ *Spiral Standards: 8.10(B), 8.11(A), 8.12(C)*
- 8.5(D) explain the ... effects of the War of 1812
- 8.13(A) analyze the economic effects of the War of 1812
- ⑧ *Spiral Standards: 8.10(A), 8.11(B), 8.12(A)*

Unit	CHECKPOINT		
	1	2	3

#### Free Enterprise and Innovation

- ❖ 8.14(B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877 ⑧
- 8.27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts
- ⑧ *Spiral Standard: 8.11(A)*
- 8.14(A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights ⑧
- 8.27(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally
- 8.27(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad
- ⑧ *Spiral Standard: 8.23(D)*

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#### Effects of Industrialization

- ❖ 8.28(B) identify examples of how industrialization changed life in the United States
- 8.12(B) explain reasons for ... the spread of slavery
- ⑧ *Spiral Standard: 8.10(C)*
- 8.23(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs
- 8.28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history *Spiral Standard* ⑧
- ⑧ *Spiral Standards: 8.23(D), 8.23(E)*

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## Teacher Learning Report Grade 8 Social Studies

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup> <i>connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 8 Social Studies

Reform and Culture	Unit	CHECKPOINT		
		1	2	3
<b>8.24 Culture.</b> The student understands the major reform movements of the 19th century. <b>8.26 Culture.</b> The student understands the relationship between the arts and the times during which they were created.				
<i>Connected Knowledge and Skills 8.22, 8.23, 8.25</i>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
8.29(A) differentiate between, locate, and use valid primary and secondary sources <sup>Ⓢ</sup> 8.29(C) organize and interpret information <sup>Ⓢ</sup> 8.30(A) use social studies terminology correctly <i>connected 8.29(D), 8.29(F)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Causes of the Reform Movements</b>				
❖ 8.25(B) describe religious influences on social movements, including the impact of the ... second Great Awakening				
Ⓢ <i>Spiral Standard: 8.1(A)</i>				
8.23(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs				

Reform Movements	Unit	CHECKPOINT		
		1	2	3
❖ 8.24(B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled				
8.24(A) describe and evaluate the historical development of the abolitionist movement				
8.22(B) describe the contributions of significant political, social, ... leaders of the United States such as Frederick Douglass, ... Susan B. Anthony, and Elizabeth Cady Stanton				
Ⓢ <i>Spiral Standards: 8.10(A), 8.23(E)</i>				

American Culture	Unit	CHECKPOINT		
		1	2	3
❖ 8.26(A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, ... and transcendental literature <i>Spiral Standard</i> <sup>Ⓢ</sup>				
8.26(B) analyze the relationship between fine arts and continuity and change in the American way of life				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
8.29(B) analyze information in a variety of ways <sup>Ⓢ</sup> <i>connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)</i>				



## Teacher Learning Report Grade 8 Social Studies

>> <b>Civil War</b>	Unit	CHECKPOINT		
		1	2	3
<b>8.7 History.</b> The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.				
<b>8.8 History.</b> The student understands individuals, issues, and events of the Civil War.				
<i>Connected Knowledge and Skills 8.17, 8.18, 8.22, 8.23, 8.26</i>				

<b>Process (Tools to Know)</b>	Unit	CHECKPOINT		
		1	2	3
8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧				
8.29(C) organize and interpret information ⑧				
8.30(A) use social studies terminology correctly				
<i>connected 8.29(D), 8.29(F)</i>				

<b>Content</b>	Unit	CHECKPOINT		
		1	2	3
<b>Expansion of Slavery</b>				
❖ 8.8(B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War				
8.7(C) analyze the impact of slavery on different sections of the United States				
⑧ <i>Spiral Standards: 8.10(B), 8.10(C)</i>				
8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks				
8.18(C) evaluate the impact of landmark Supreme Court decision Dred Scott v. Sandford on life in the United States				
⑧ <i>Spiral Standards: 8.12(A), 8.23(C), 8.23(E)</i>				

<b>Sectionalism</b>	Unit	1	2	3
❖ 8.8(B) explain the central role of the expansion of slavery in causing sectionalism ...				
⑧ <i>Spiral Standards: 8.1(A), 8.10(B), 8.10(C), 8.12(C), 8.15(D)</i>				
8.7(A) analyze the impact of tariff policies on sections of the United States before the Civil War				
8.7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War ...				
⑧ <i>Spiral Standards: 8.10(A), 8.12(A), 8.21(A), 8.23(C)</i>				

<b>States' Rights</b>	Unit	1	2	3
❖ 8.8(B) explain the central role of the expansion of slavery in causing ... disagreement over states' rights ...				
8.17(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War ⑧				
⑧ <i>Spiral Standard: 8.15(D)</i>				
8.7(A) analyze the impact of tariff policies on sections of the United States before the Civil War				
8.7(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War ...				



## Teacher Learning Report Grade 8 Social Studies

8.23(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs

Ⓢ *Spiral Standards: 8.21(A), 8.21(C)*

>> *TEKS clusters typically requiring additional time and focus in the curriculum*

(continued)





## Teacher Learning Report Grade 8 Social Studies

### >> Civil War (continued)

- 8.7 History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War.
- 8.8 History.** The student understands individuals, issues, and events of the Civil War.

Connected Knowledge and Skills 8.17, 8.18, 8.22, 8.23, 8.26

Unit	CHECKPOINT		
	1	2	3

### Content

#### The Civil War

- ❖ 8.8(C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln

Ⓢ Spiral Standards: 8.1(A), 8.10(C), 8.12(C)

- 8.8(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

- 8.8(D) 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

- 8.22(A) analyze the leadership qualities of elected and appointed leaders of the United States such as ... Abraham Lincoln

- 8.22(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass ...

- 8.26(A) identify examples of American ... music ... that reflect society in different eras such as ... the "Battle Hymn of the Republic," ...  
Spiral Standard Ⓢ

Ⓢ Spiral Standards: 8.1(B), 8.10(A), 8.28(A)

Unit	CHECKPOINT		
	1	2	3

### Process (Ways to Show)

- 8.29(B) analyze information in a variety of ways Ⓢ

connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)

Unit	CHECKPOINT		
	1	2	3

>> TEKS clusters typically requiring additional time and focus in the curriculum



## Teacher Learning Report Grade 8 Social Studies

### Reconstruction

**8.9 History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation.

Connected Knowledge and Skills 8.7, 8.8, 8.16, 8.19, 8.26

Unit	CHECKPOINT		
	1	2	3

### Process (Tools to Know)

8.29(A) differentiate between, locate, and use valid primary and secondary sources ⑧  
 8.29(C) organize and interpret information ⑧  
 8.30(A) use social studies terminology correctly

connected 8.29(D), 8.29(F)

Unit	CHECKPOINT		
	1	2	3

### Content

#### Events of Reconstruction

- ❖ 8.16(B) describe the impact of the 13th, 14th, and 15th amendments
- 8.8(C) explain significant events of the Civil War, including ... the assassination of Abraham Lincoln
- 8.16(A) summarize the purposes for amending the U.S. Constitution
- 8.19(A) define and give examples of unalienable rights ⑧
- ⑧ *Spiral Standard: 8.1(A)*
- 8.9(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments
- 8.9(B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels
- 8.26(B) analyze the relationship between fine arts and continuity and change in the American way of life
- ⑧ *Spiral Standards: 8.21(A), 8.21(C), 8.23(D)*

Unit	CHECKPOINT		
	1	2	3

#### Problems and Impacts

- ❖ 8.9(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- ⑧ *Spiral Standards: 8.10(B), 8.10(C)*
- 8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks
- ⑧ *Spiral Standard: 8.23(D)*

Unit	1	2	3

### Process (Ways to Show)

8.29(B) analyze information in a variety of ways ⑧  
 connected 8.29(E), 8.29(G), 8.29(H), 8.30(B), 8.30(C), 8.31(A)

Unit	CHECKPOINT		
	1	2	3



## Teacher Learning Report Grade 8 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
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.	Tools to Know			
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.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	8.29(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States ⑧				
	8.29(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps ⑧				
	8.29(F) evaluate the validity of a source based on corroboration with other sources and information about the author				
Understanding Context and Point of View	8.29(D) identify bias and points of view created by the historical context surrounding an event				
Understanding Vocabulary and Terms	8.30(A) use social studies terminology correctly				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	8.29(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions ⑧				
Representing and Communicating Information	8.29(G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States				
	8.30(B) use effective written communication skills, including proper citations and avoiding plagiarism				
	8.30(C) create written, oral, and visual presentations of social studies information				
Researching	8.31(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution				
Understanding the Impact of Geography	8.29(H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts				
Supporting a	8.29(E) support a point of view on a social studies issue or event				



## Teacher Learning Report Grade 8 Social Studies

Point of View

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## Teacher Learning Report Grade 8 Social Studies

SPIRAL STANDARDS (content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course)	Unit	CHECKPOINT		
		1	2	3
<b>Historical Points of Reference Spiral Standards</b>				
8.1(A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects ⑧				
8.1(B) 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 ⑧				
<b>Political Spiral Standards</b>				
8.15(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 ⑧				
8.21(A) identify different points of view of political parties and interest groups on important historical issues				
8.21(C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act				
<b>Economic Spiral Standards</b>				
8.12(C) analyze the causes and effects of economic differences among different regions of the United States at selected times				
8.12(A) identify economic differences among different regions of the United States				
8.28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history ⑧				
<b>Geographic Spiral Standards</b>				
8.10(B) compare places and regions of the United States in terms of physical and human characteristics ⑧				
8.10(C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States ⑧				
8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States ⑧				
8.10(A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries ⑧				
8.11(B) describe the positive and negative consequences of human modification of the physical environment of the United States ⑧				
<b>Social Spiral Standards</b>				
8.23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed				
8.23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity ⑧				
8.23(E) identify the political, social, and economic contributions of women to American society ⑧				
8.26(A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the “Battle Hymn of the Republic,” and transcendental literature ⑧				



## Teacher Learning Report Grade 8 Social Studies

### Research

#### Research Project

Fall: Complete the research project through independent research and an independent writing product.

- Students will identify a question on a given topic from Social Studies. Questions can be different for each student.
- Students will gather research to answer their research question using print, digital and primary sources
- Students will synthesize the information and formulate 8 paragraphs (6-8) sentences each) to share the information. This should include an introduction, 6 body paragraphs, and a conclusion.

#### Oral Language

- Create an oral presentation to accompany the Fall research project. This can be done individually or in a group.