



US History Year at a Glance (YAG)



| First Semester | | Second Semester | |
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| 1st Nine Weeks – 41 days August 16 th – October 13 th <i>(September 6th – Labor day – No School)</i> <i>(October 11th – Staff Development)</i> | | 3rd Nine Weeks – 43 days January 3 rd – March 4 th <i>(January 17th – MLK – No School)</i> <i>(February 21st – President's Day/Staff Development)</i> <i>(March 7th – 11th – Spring Break)</i> | |
| TEKS A. 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H B. 3A, 3B, 3C, 12A, 13A, 13B, 14A, 15A, 15B, 23A, 25B, 26B, 26C C. 3C, 5A, 5B, 5C, 14A, 14B, 15B, 24B, D. 1A, 1B, 21C, 23C E. 2D, 4A, 4B, 4C, 4D, 4E, 4F, 12A, 12B, 13A, 15C, 15D, 23B, 26B | A. Relationship & Skill Building (2 weeks) <ul style="list-style-type: none"> Class expectations and layout will be introduced. Students will learn various methods of building social studies skills such as thesis writing, analyzing political cartoons, etc. B. Gilded Age (2 weeks) <ul style="list-style-type: none"> Students examine the beginnings of the shift from a rural to an urban American society, a rise in immigration, and the effects that follow. C. Progressive Era (3 weeks) <ul style="list-style-type: none"> Students analyze the process by which the American Government began addressing the major issues, (poverty, overcrowding, etc.), of the Gilded Age. D. Celebrate Freedom (during Progressive Era) <ul style="list-style-type: none"> Students discuss and interpret fundamental American documents and concepts such as the Constitution, the Declaration of Independence, and democracy. E. World Power (2 weeks) <ul style="list-style-type: none"> Students examine how the United States grew its influence through imperialistic practices. | TEKS A. 1C, 2D, 8A, 8B, 8C, 17B, 17C, 23A, 24B, 26B B. 2D, 8D, 8E, 8F, 10A, 10C, 10C, 14B, 17D, 17E, 18B, 18C, 18D, 19A, 19C, 20A, 23B, 26B C. 2D, 9A, 9B, 9C, 9D, 9E, 9F, 9G, 9H, 9I, 9J, 18D, 20A, 22A, 22B, 23A, 24B, 25D | A. Early Cold War & Post-War America: 1945-1960 (3 weeks) <ul style="list-style-type: none"> Students analyze the World War II and post-World War II actions by the American and Soviet governments that created the Cold War in addition to the cultural changes that took place in America as a result of World War II and the Cold War. B. 60s/70s (3 weeks) <ul style="list-style-type: none"> Students analyze the cultural, political, social, and economic aspects of the 1960s and 1970s by examining things such as the Kennedy Administration, the American counterculture of the 60s, the Vietnam War, Watergate, etc. C. Civil Rights Movements (3 weeks) <ul style="list-style-type: none"> Students review the major events leading up to the African-American Civil Rights Era of the 1950s and 1960s as well as the major figures, and actions taken by those figures, during those decades. The social, cultural, economic, and political events that surround the movement are also examined. Furthermore, students analyze the Chicano Movement, the Women's Movement, the fight for American Civil Liberties, and the foundations leading to some of the modern Civil Rights movements. |
| 2nd Nine Weeks – 42 days October 14 th – December 17 th <i>(November 22nd – 26th – Thanksgiving Break)</i> <i>(December 20th – 31st – Holiday Break)</i> | | 4th Nine Weeks – 51 days March 14 th – May 25 th <i>(April 8th – Battle of Flowers – No School)</i> <i>(April 15th – Good Friday – No School)</i> <i>(May 30th – Memorial Day – No School)</i> | |
| TEKS A. See above B. 2D, 6A, 6B, 12A, 13A, 13B, 16A, 16B, 16C, 16D, 16E, 18A, 18B, 18C, 19B, 22B, 24B, 25D C. 2D, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 17A, 18B, 23B, D. ALL from 1st Semester | A. Finish World Power (1.5 weeks) <ul style="list-style-type: none"> See Above B. Roaring 20s/Great Depression (3 weeks) <ul style="list-style-type: none"> Students analyze the major trends of the 1920s including American economic policies leading to the Great Depression and social/cultural changes involving women and minority groups. C. World War II (3 weeks) <ul style="list-style-type: none"> Students deconstruct the major events leading to American entry into the war, major figures of the war, impact of wartime alliances, the Holocaust, the response to the war on the American homefront, and the short and long term repercussions of the war. D. Exam Review (½ week) <ul style="list-style-type: none"> Students review the major ideas and concepts discussed throughout the semester. E. Exams (1 week) | TEKS A. 2D, 10B, 10C, 10D, 10E, 11A, 11B, 11C, 11D, 13A, 17E, 18C, 19C, 19E, 23A, B. 2D, 11A, 11D, 12A, 18B, 18D C. 20A, 20B, 21A, 21B, 22A, 22C, 22D, 23C, 25D, 26A, 27A, 27B, And ALL TEKS D. ALL from 2nd Semester | A. 80s/90s (2.5 weeks) <ul style="list-style-type: none"> Students analyze the major events of the 1980s and 1990s including the Conservative Resurgence, the Persian Gulf War, the Clinton Presidency, and the cultural changes surrounding those events. B. Modern Era (1.5 weeks) <ul style="list-style-type: none"> Students examine the modern time period of the 2000s through the present by reviewing such events as the election of Barack Obama, the 2008 Recession, and the increase in technological advancement made in the US and around the world. C. STAAR Review (3 weeks) <ul style="list-style-type: none"> Students take part in activities designed to review and prepare them for the US History End of Course Exam. D. Review for finals (1 week) <ul style="list-style-type: none"> Students review the major ideas and concepts discussed throughout the year. E. Final Exams (1 week) |



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NOTE: Several TEKS are in every unit.

- **2A:** Identify the major eras in US history from 1877 to the present and describe their defining characteristics.
- **24A:** Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature.
- **24C:** Identify and analyze the global diffusion of American culture through various media.
- **25A:** Explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society
- **25C:** Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.
- **28A:** Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions.
- **28B:** Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.
- **28C:** Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence.
- **28D:** Evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and
- **28E:** Identify bias and support with historical evidence a point of view on a social studies issue or event.
- **29A:** Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and
- **29B:** Use social studies terminology correctly.
- **30A:** Create a visual representation of historical information such as thematic maps, graphs, and charts; and.
- **30B:** Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- **31:** Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to 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.

| RESOURCES | | | |
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| 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| <ul style="list-style-type: none"> ● <u>Mastering the TEKS in US History Since 1877</u> <ul style="list-style-type: none"> ○ Gilded Age: Ch. 5 & 6 ○ Progressive Era: Ch. 7 ○ Celebrate Freedom: Ch. 4 ○ World Power: Ch. 8 & 9 ● <u>The Americans</u> <ul style="list-style-type: none"> ○ Gilded Age: Ch. 5, 6, & 7 ○ Progressive Era: Ch. 8 & 9 ○ Celebrate Freedom: Ch. 2 ○ World Power: Ch. 10 & 11 | <ul style="list-style-type: none"> ● <u>Mastering the TEKS in US History Since 1877</u> <ul style="list-style-type: none"> ○ Roaring 20s/Great Depression: Ch. 10 & 11 ○ WWII: Ch. 12 ● <u>The Americans</u> <ul style="list-style-type: none"> ○ Roaring 20s/Great Depression: Ch. 12, 13, 14, & 15 ○ WWII: Ch. 16 & 17 | <ul style="list-style-type: none"> ● <u>Mastering the TEKS in US History Since 1877</u> <ul style="list-style-type: none"> ○ Early Cold War & Post-War America: Ch. 13 ○ 60s/70s: Ch. 14 & 15 ○ Civil Rights Movements: Ch. 13 & 14 ● <u>The Americans</u> <ul style="list-style-type: none"> ○ Early Cold War & Post-War America: Ch. 18 & 19 ○ 60s/70s: Ch. 20, 22, & 24 ○ Civil Rights Movements: Ch. 21 & 23 | <ul style="list-style-type: none"> ● <u>Mastering the TEKS in US History Since 1877</u> <ul style="list-style-type: none"> ○ 80s/90s: Ch. 15 ○ Modern Era: Ch. 16 ○ STAAR Review: Ch. 17 ● <u>The Americans</u> <ul style="list-style-type: none"> ○ 80s/90s: Ch. 25 & 26 ○ Modern Era: Ch. 26 |