



**US History 8th grade  
Year at a Glance (YAG)  
2022-2023**



AA TEKS Resource

First Semester		Second Semester	
<p><b>1<sup>st</sup> Nine Weeks – 41 days</b> (August 15<sup>th</sup> – October 12<sup>th</sup>) (September 5<sup>th</sup> – Labor day – No School) (October 10<sup>th</sup> – Staff Development)</p>		<p><b>3<sup>rd</sup> Nine Weeks – 47 days</b> (January 3<sup>rd</sup> – March 10<sup>th</sup>) (January 2<sup>nd</sup>- Student Holiday) (January 16<sup>th</sup> – MLK – No School) (March 13<sup>th</sup> – 17<sup>th</sup> – Spring Break)</p>	
<p><b>TEKS</b></p> <p><b>Thinking like a Historian – 5 Days/TEKS</b> 29A, 29B, 29C, 29D, 29E, 29F, 30A, 30B, 30C</p> <p><b>Colonial America</b> - 10 Days/ TEKS 1A, 1B, 2A, 2B, 3A, 3B, 3C, 7C, 10A, 10B, 10C, 11A, 12A, 12B, 12C, 15E, 23A, 23D, 23E, 25A, 25B, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>American Independence- Restlessness to Rebellion</b> – 19 Days/TEKS 1A, 1B, 4A, 4B, 4C, 15C, 19A, 20A, 20B, 21A, 22B, 23E, 26A, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>Writing the Constitution- Creating a More Perfect Union</b> – 13 Days(6 in 1st 9 weeks, 7 in 2nd 9 weeks)/TEKS 1A, 1B, 4D, 15A, 15B, 15C, 15D, 16A, 17A, 19A, 19B, 19C, 20A, 21B, 25A, 25C, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p>	<p><b>Thinking like a Historian</b> <b>Colonial America</b> <b>American Independence</b> This unit bundles student expectations that relate to the critical thinking skills associated with historical inquiry. A rigorous study of history requires that students employ strategies for the close reading of historical sources, both primary and secondary. Mastery of the skills used by historians is necessary for students to become resourceful consumers of information readily and abundantly available in twenty-first century society. This unit also bundles student expectations that address the reasons for exploration and colonization of North America, the establishment of the thirteen British colonies, and the geography of the colonies. This unit is primarily a study of regional patterns. The growth of nation-states in Europe coupled with advances in technology ushered in an era of European exploration in the sixteenth century. The initial voyages to the Americas were initially economic ventures, yet some groups migrated to the Americas in search of religious freedom. The social, economic, religious, and political patterns that emerged in colonial America reflected the physical geography of the region as well as the ideas and traditions colonists brought to the Americas. A study of colonial America is important for comprehending regional differences in the United States as well as understanding the heritage of British political ideas in the United States. This unit bundles student expectations that address events and individuals associated with the movement for American independence from colonial Britain. This unit is primarily a study in rising tension. Following years of salutary neglect of its colonies in North America, the British government instituted a series of policies that for some time fueled tensions between the colonists and leaders in Britain. Ultimately leaders in the colonies came together to fight for independence and with that form a new government that united the colonies. An examination of the causes and consequences of the American Revolution provides students with an understanding of the importance of liberty and freedom to Americans.</p>	<p><b>TEKS</b></p> <p><b>Westward Expansion</b> 18 Days/TEKS 1A, 1B, 6A, 6B, 6C, 10A, 10B, 10C, 11A, 11B, 12A, 23A, 23C, 23D, 23E, 26A, 26B, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>Industrialization and Reform</b> 15 days/TEKS 1A, 10A, 10C, 11A, 11B, 12B, 12C, 13B, 14A, 14B, 20B, 22B, 23A, 23B, 23E, 24A, 24B, 25B, 26A, 26B, 27A, 27B, 27C, 28A, 28B, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>Sectionalism</b> 14 Days/TEKS 1A, 7A, 7B, 7C, 7D, 10A, 10B, 11A, 12A, 12C, 18C, 21A, 21C, 22B, 23B, 23E, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p>	<p><b>Westward Expansion (Manifest Destiny)</b> <b>Industrialization &amp; The Spirit of Reform</b> <b>Sectionalism</b> This unit bundles student expectations that address the concept of Manifest Destiny and the westward expansion of the United States. This unit is primarily a study of migration. During the first half of the nineteenth century the United States expanded territorially with the acquisition of the Louisiana Territory, the annexation of Texas, and the addition of the Mexican Cession and Oregon Territory. The initial phase of westward expansion was characterized by migration of settlers west of the Appalachian mountains into the Ohio River valley and into territory northwest of the Ohio River. Following these migrations settlers traveled westward on trails crossing the Rocky Mountains, many drawn by the discovery of gold in California, and eventually settling in territory along the west coast. The settlement of the Great Plains began during the Civil War and continued until the beginning of the twentieth century. In this unit the focus is on the initial phases of migration. Westward expansion brought political, economic, and geographic changes as Americans acted on the concept of Manifest Destiny by seeking new opportunities in the newly acquired territories. A study of westward expansion is important for understanding the geographic scope of the United States and for understanding the idea of "rugged individualism" that permeates American culture.</p> <p>This unit bundles student expectations that address the development of the economies in the North and the South, innovations in technology and the application of the American free enterprise economic system. This unit is primarily a study in industrialization and reform. A wave of industrialization in the early nineteenth century brought economic and social changes to the United States. Most prominent was urbanization, which, when coupled with immigration, brought to light many social issues. A study of industrialization and reform is important for understanding the U.S. economy, the sectional differences in the United States, and for understanding the American ideal of progress.</p> <p>This unit bundles student expectations related to the sectional tensions that divided the United States prior to the Civil War. This unit is primarily a study of tension and compromise. Physical geographic differences as well as social, and economic differences distinguished regions within the United States from the formation of the colonies. Throughout the early years of the republic those differences became more pronounced. The early compromise to allow slavery in the newly formed United States served to bring the union together, yet only prolonged the debate over slavery. As new territory was added to the union, the debate became more contentious. During the nineteenth century three prominent politicians, Daniel Webster, John C. Calhoun, and Henry Clay worked to skillfully compromise in an effort to appease an increasingly divided American society. Yet, as long persons could be legally enslaved in the United States compromise only served to delay ultimately dealing with the issue. A study of sectionalism is important for students to understand the regional differences that continue to exist in the United States.</p>



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<b>2<sup>nd</sup> Nine Weeks – 42 days</b> (October 13 <sup>th</sup> – December 16 <sup>th</sup> ) (November 21 <sup>st</sup> – 25 <sup>th</sup> – Thanksgiving Break) (December 19 <sup>st</sup> – January 1 <sup>st</sup> – Holiday Break)	<b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 21 <sup>st</sup> – May 24 <sup>th</sup> ) (March 20- Student Holiday) (April 7 <sup>th</sup> – Good Friday – No School) (April 28 <sup>rd</sup> – Battle of Flowers – No School)
<p><b>TEKS</b>  <u>Writing the Constitution- Creating a More Perfect Union</u> – 13 Days(6 in 1st 9 weeks, 7 in 2nd 9 weeks)/TEKS 1A, 1B, 4D, 15A, 15B, 15C, 15D, 16A, 17A, 19A, 19B, 19C, 20A, 21B, 25A,25C, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><u>Early Republic- Addressing Challenges-</u> 20 days/TEKS 1A, 5A, 5B, 5C, 5D, 5E, 13A, 14A, 18A, 18B, 18C, 20A, 21A, 22A, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><u>Age of Jackson- Democracy Expands</u> – 12 Days /TEKS 1A, 5B, 5C, 5F, 5G,17B, 18B, 21A, 23C, 27A, 27C, 28A, 28B, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>LEAVING 3 DAYS for incidentals in 1st semester</b></p>	<p>The Constitution            This unit bundles student expectations that address the creation and the adoption of the United States Constitution. This unit is primarily a study of ideas and compromise. The most revolutionary change to happen following the American war for independence was the creation of a government for the former British colonies, now the United States. In 1787, delegates met to revise the Articles of Confederation but decided to write an entirely new constitution. The most primary obstacle to creating the new constitution was addressing the issue of slavery, which is evident in the three-fifths compromise and the fugitive slave clause. After debate and compromise the delegates produced a constitution like none other in history, establishing a government that reflected the ideals of the Enlightenment. Yet, the issue of slavery was left for a future generation to address. An examination of the differences that arose between Federalists and Anti-federalists during the Constitutional Convention is important for understanding the debate about the limits of governmental power which characterizes American society to this day. Additionally it is important for students to study the U.S. Constitution and its founding principles in order to understand how the government’s powers are limited, how the rights of the people are protected in the United States. The Early Republic &amp; The Age of Jackson            This unit bundles student expectations that address the years of the Early Republic and the impact made by the early presidents on the republic. This unit is primarily a study of federalism. The early leaders of the republic faced several challenges, including how to provide for the defense of the nation, how to stabilize the economy, and how to define the powers of the federal government. During the early years of the republic a series of Supreme Court cases served to delineate the powers of the federal government along with establishing the concept of judicial review. The War of 1812 solidified the American people, furthered economic development in the new nation, and highlighted the significance of foreign policy. The struggle to define federalism, brought to light early on in the republic, continues as a pattern throughout American history, and will be the focus of study in several units to follow this one, including the Age of Jackson, Sectionalism, and the Civil War. An examination of the challenges faced by the early leaders of the United States and the policies that developed to address these challenges is important for understanding the structure of the United States federal government and the development of political parties in the United States. This unit bundles student expectations that relate to the Age of Jackson. This unit is primarily a study of populism. The presidency of Andrew Jackson highlighted the division in American society between a wealthy class and a working class as well as between rural and urban. Jackson was the first president elected from what was considered a western state in the early nineteenth century. At this time Americans were migrating west of the Appalachian mountains and with that came rising tensions between settlers and the indigenous populations living in the area. Jackson’s presidency was also punctuated by struggles between the executive and legislative branch as well as between the executive and judicial branch, as Jackson exerted his authority. A study of Jackson’s presidency is important for understanding the growth of populism in the United States and understanding the power of the presidency in American government.</p> <p><b>TEKS</b>  <u>Civil War</u> -9 days/TEKS 1A, 1B, 8A, 8B, 8C, 8D, 10A, 10C, 12C, 17B, 21A, 22A, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><u>Reconstruction</u>            9 Days/TEKS 1A, 9A, 9B, 9C, 16B, 21C, 29A, 29B, 29C, 29D, 29E, 29F, 29G, 29H, 30A, 30B, 30C</p> <p><b>STAAR Prep</b>            12 days</p> <p><b>THIS IS PROVIDED THE STAAR TESTS ARE MAY 4/5 AGAIN</b></p> <p><b>13 DAYS AFTER STAAR (NOT INCLUDING MATH/RDG) Summative project/ extension/ passion project</b></p> <p>Civil War            Reconstruction            This unit bundles student expectations that address the causes of the Civil War, major battles of the Civil War, and the leadership of both the Union and Confederate presidents. This unit is primarily a study in conflict. Rising sectional tensions had divided American society for decades. As immigration numbers increased in the North so too did the number of representatives for the North in the legislature. As more free states were added to the union, the balance of power shifted in the Senate also. These changes signified to Southerners that the region was losing political power. An increasingly demanding abolitionist movement and the election of an anti-slavery president fueled fears amongst southern leaders that slavery would be abolished. This fear was acted upon when delegates of a secession conference in South Carolina voted to dissolve their contract with the United States. With the instigation of leaders from South Carolina, six other southern states joined in leaving the union. When confederate soldiers in South Carolina demanded the surrender of Fort Sumter, which was located in the Charleston harbor, cannons fired and the American Civil War commenced. The war highlighted the economic differences between the North and the South as well as bringing to the forefront the issue of slavery. A study of the Civil War is important for understanding the debates about the nature of a federalist system and an understanding of race relations in the United States.</p> <p>This unit bundles student expectations that address the issues faced by the government and citizens of the United States after the Civil War as the process to reconstruct the union began. This unit is primarily a study of reform. The emancipation of former enslaved African-Americans was a drastic social and economic change for the South. Many southern legislatures passed “black codes”, intended to control the lives of former slaves. Outrage over the black codes in the North facilitated political support for more restrictive policies of reconstruction. This new phase of reconstruction came to be known as radical reconstruction. During radical reconstruction the former confederacy was divided into military districts. Additionally, newly enfranchised African-American males gained a political voice and many were elected to state legislatures in the south and to the U.S. Congress. The success of reconstruction policies which extended rights and political voice to former enslaved African-Americans was met with resistance, including the rise of white supremacy groups and the instituting of restrictions on voting, such poll taxes and literacy tests. It is important to emphasize that with the emancipation of enslaved people, thousands were left without work or income. One of the biggest challenges was creating a system to give land to freedmen so they could farm and make a living. This system never developed due to political disagreements. The South experienced poverty for generations with sharecropping and tenancy replacing slavery, while northern businesses prospered.</p> <p>Reconstruction ended with the Compromise of 1877 which was brought about with the election of Rutherford B. Hayes as President of the United States. This time period was also characterized by the settlement of the central plains region of the United States. Studying about Reconstruction is important for understanding the nature of federalism in the United States and for understanding the economic patterns that continued to characterize the North and the South.</p>