## Exploration and Colonization

**History.** The student understands the causes of exploration and colonization eras.

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**Connected Knowledge and Skills:** 8.3, 8.7, 8.11, 8.20, 8.23, 8.25

### Process (Tools to Know)

**8.29(A)** use primary and secondary sources to acquire information

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*Other Tested SEs: 8.29(H), 8.30(A)*
*Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)*

### Content

#### Reasons for Exploration and Early Colonization

- **8.2(A)** identify reasons for European exploration and colonization of North America
  - **Spiral Standard:** 8.1(A)

- **8.2(B)** compare political, economic, religious, and social reasons for the establishment of the 13 English colonies

- **8.25(B)** describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings
  - **Spiral Standards:** 8.1(B), 8.1(C), 8.10(A)

#### Physical and Human Geography of the Colonial Regions

- **8.11(A)** analyze how physical characteristics of the environment influenced population distribution, settlement patterns, ... in the United States during the 17th, 18th, ... centuries
  - **Spiral Standard**

- **8.23(A)** identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration
  - **Spiral Standards:** 8.10(B), 8.10(C), 8.12(D)

- **8.2(B)** compare political, economic, religious, and social reasons for the establishment of the 13 English colonies
  - **Spiral Standards:** 8.10(A), 8.11(B), 8.11(C), 8.21(C), 8.23(D)

#### Economics of the Colonial Regions

- **8.11(A)** analyze how physical characteristics of the environment influenced ... and economic activities in the United States during the 17th, 18th ... centuries
  - **Spiral Standard**

- **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
  - **Spiral Standard:** 8.12(D)

- **8.7(B)** compare the effects of political, economic, and social factors on slaves and free blacks
  - **Spiral Standard:** 8.12(A)

#### Representative Government and Its Growth

- **8.3(A)** explain the reasons for the growth of representative government and institutions during the colonial period
  - **Spiral Standard:** 8.1(A), 8.15(D)

- **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

- **8.20(A)** explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America

- **8.25(A)** trace the development of religious freedom in the United States
  - **Spiral Standard:** 8.23(D)

### Process (Ways to Show)

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

- **8.29(C)** organize and interpret information from a variety of sources

*Other Tested SEs: 8.29(D), 8.29(E), 8.29(I)*
*Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)*

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

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

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<tr>
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<tbody>
<tr>
<td><strong>Causes of the Revolution</strong></td>
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<tr>
<td>✓ 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</td>
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<tr>
<td>✓ 8.4(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</td>
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<tr>
<td>✓ 8.20(B) evaluate the contributions of the Founding Fathers as models of civic virtue</td>
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<tr>
<td>✓ 8.20(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party</td>
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<tr>
<td>✓ 8.23(E) identify the political, social, and economic contributions of women to American society</td>
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**Revolutionary War**

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<tr>
<td>✓ 8.4(C) explain the issues surrounding important events of the American Revolution, including ... fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</td>
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<tr>
<td>✓ 8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</td>
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<tr>
<td>✓ 8.4(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</td>
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<tr>
<td>✓ 8.20(B) evaluate the contributions of the Founding Fathers as models of civic virtue</td>
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<tr>
<td>✓ 8.22(B) describe the contributions of significant political, social, and military leaders of the United States such as ... John Paul Jones, James Monroe</td>
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**Independence**

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<tbody>
<tr>
<td>✓ 8.15(C) identify colonial grievances listed in the Declaration of Independence</td>
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<tr>
<td>✓ 8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation</td>
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<tr>
<td>✓ 8.19(A) define and give examples of unalienable rights</td>
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### Process (Ways to Show)

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<tr>
<td>✓ 8.29(B) analyze information in a variety of ways</td>
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<td>✓ 8.29(C) organize and interpret information from a variety of sources</td>
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**Checkpoints:**

- Unit 1
- Unit 2
- Unit 3

Source: Texas Education Agency

v. 5.25.18

Page 2 of 14
### >> Constitution

**8.15 Government.** The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents.

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**Connected Knowledge and Skills:** 8.4, 8.7, 8.16, 8.17, 8.18, 8.19, 8.21, 8.25

### Process (Tools to Know)

**8.29(A)** use primary and secondary sources to acquire information

- Other Tested SEs: 8.29(H), 8.30(A)
- Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

### Content

#### Constitutional Convention

- **8.4(D)** analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise
- **8.7(C)** analyze the impact of slavery on different sections of the United States

**Spiral Standards:** 8.1(A), 8.10(C)

- **8.15(B)** summarize the strengths and weaknesses of the Articles of Confederation

**Spiral Standards:** 8.1(B), 8.1(C), 8.21(C), 8.23(C)

#### Government/Citizenship

- **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

**Spiral Standard**

- **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
- **8.16(A)** summarize the purposes for and process of amending the U.S. Constitution
- **8.18(A)** identify the origin of judicial review and analyze examples of congressional and presidential responses
- **8.19(D)** identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
- **8.19(E)** summarize the criteria and explain the process for becoming a naturalized citizen of the United States

**Spiral Standard: 8.21(A)**

- **8.19(C)** explain the importance of personal responsibilities, including accepting responsibility for one’s behavior and supporting one’s family
- **8.19(F)** explain how the rights and responsibilities of U.S. citizens reflect our national identity

>> TEKS clusters typically requiring additional time and focus in the curriculum (continued)
>> Constitution (continued)

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**8.15 Government.** The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents.

Connected Knowledge and Skills 8.4, 8.7, 8.16, 8.17, 8.18, 8.19, 8.21, 8.25

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### Content

#### Ratification Debate

- **8.4(E)** analyze the arguments for and against ratification

- **8.15(A)** identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government

- **8.17(A)** analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason

*Spiral Standard: 8.1(A)*

*Spiral Standards: 8.1(B), 8.21(A), 8.21(C)*

#### Bill of Rights

- **8.19(B)** summarize rights guaranteed in the Bill of Rights

- **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

- **8.16(A)** summarize the purposes for and process of amending the U.S. Constitution

- **8.19(A)** define and give examples of unalienable rights

- **8.25(C)** analyze the impact of the First Amendment guarantees of religious freedom on the American way of life

*Spiral Standard: 8.15(D)*

- **8.21(B)** describe the importance of free speech and press in a constitutional republic

- **8.25(A)** trace the development of religious freedom in the United States

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### Process (Ways to Show)

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- **8.29(B)** analyze information in a variety of ways
- **8.29(C)** organize and interpret information from a variety of sources

Other Tested SEs: 8.29(D), 8.29(E), 8.29(J)
Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)

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

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### Process (Tools to Know)

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- **8.29(A)**: use primary and secondary sources to acquire information
  - Other Tested SEs: 8.29(H), 8.30(A)
  - Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

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### 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, ...  
  - Spiral Standard: 8.1(A)
- **8.5(E)**: ... explain the impact of Washington's Farewell Address ...
- **8.20(B)**: evaluate the contributions of the Founding Fathers as models of civic virtue
- **8.22(B)**: describe the contributions of significant political, social, and military leaders of the United States such as ... James Monroe, ...
  - Spiral Standard: 8.1(B)

#### 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
  - Spiral Standard: 8.21(A)

#### Domestic Issues of the Early Republic

- **8.5(A)**: describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government
- **8.6(A)**: explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States
- **8.18(A)**: identify the origin of judicial review ...
  - Spiral Standard: 8.10(C)
- **8.6(E)**: identify areas that were acquired to form the United States, including the Louisiana Purchase
- **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, and Abraham Lincoln
  - Spiral Standards: 8.1(C), 8.11(B)

#### 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 such as maintaining national security, building a military, ... defining the authority of the central government
- **8.5(D)**: explain the causes, important events, and effects of the War of 1812
- **8.13(A)**: analyze the War of 1812 as a cause of economic changes in the nation

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- **8.29(B)**: analyze information in a variety of ways
- **8.29(C)**: organize and interpret information from a variety of sources
  - Other Tested SEs: 8.29(D), 8.29(E), 8.29(I)
  - Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)

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>> TEKS clusters typically requiring additional time and focus in the curriculum
Student Learning Report: Grade 8 Social Studies
Name ___________________________ Grading Period _________

<table>
<thead>
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<th>Age of Jackson</th>
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<tr>
<td><strong>8.5 History</strong>. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson.</td>
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**Connected Knowledge and Skills** 8.7, 8.17, 8.18, 8.23

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**Other Tested SEs: 8.29(H), 8.30(A)**  
**Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)**

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**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
- **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 roles of John Quincy Adams, ...
- **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 ...
- **8.7(C)** analyze the impact of slavery on different sections of the United States
- **Spiral Standards: 8.12(D), 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, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster
- **Spiral Standards: 8.1(B), 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
- **8.18(A)** identify the origin of judicial review and analyze examples of congressional and presidential responses
- **Spiral Standards: 8.10(C), 8.15(D)**
- **8.23(C)** identify ways conflicts between people from various racial, ethnic, and religious groups were resolved  **Spiral Standard**
- **Spiral Standards: 8.1(B), 8.21(A), 8.23(D), 8.26(B)**

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<td>8.29(B) analyze information in a variety of ways</td>
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<tr>
<td>8.29(C) organize and interpret information from a variety of sources</td>
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**Other Tested SEs: 8.29(D), 8.29(E), 8.29(J)**  
**Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)**
## Westward Expansion

**8.6 History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation.

Connected Knowledge and Skills 8.7, 8.11, 8.20, 8.23, 8.26, 8.27

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### Process (Tools to Know)

- **8.29(A)** use primary and secondary sources to acquire information
  
  Other Tested SEs: 8.29(H), 8.30(A)
  Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

### Content

#### Roots/Causes of Manifest Destiny

- **8.6(B)** explain the political, economic, and social roots of Manifest Destiny
  
  Spiral Standards: 8.1(A), 8.10(C), 8.27(B)

- **8.6(C)** analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation

- **8.27(D)** explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west
  
  Spiral Standards: 8.11(B), 8.23(C), 8.28(A)

#### Factors Contributing to Settlement

- **8.11(A)** analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries
  
  Spiral Standard

- **8.6(E)** identify areas that were acquired to form the United States, including the Louisiana Purchase

- **8.26(A)** describe developments in art, music, and literature that are unique to American culture such as ... John James Audubon ...

- **8.27(D)** explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west
  
  Spiral Standards: 8.11(C), 8.10(A), 8.11(B), 8.11(C), 8.23(D), 8.23(E), 8.26(B), 8.28(A)

#### Conflicts Arising from Westward Expansion

- **8.23(D)** analyze the contributions of people of various racial, ethnic, and religious groups to our national identity
  
  Spiral Standard

- **8.6(D)** 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(C)** 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
  
  Spiral Standard: 8.23(C)

### Process (Ways to Show)

- **8.29(B)** analyze information in a variety of ways
- **8.29(C)** organize and interpret information from a variety of sources
  
  Other Tested SEs: 8.29(D), 8.29(E), 8.29(I)
  Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)
### 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

### Process (Tools to Know)

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8.29(A) use primary and secondary sources to acquire information

Other Tested SEs: 8.29(H), 8.30(A)

Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

### Content

#### Causes of Industrialization

- **8.13(B)** identify the economic factors that brought about rapid industrialization and urbanization
- **8.23(A)** identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration

Spiral Standards: 8.11(A), 8.12(D)

- **8.5(D)** explain the causes, important events, and effects of the War of 1812
- **8.12(C)** explain the reasons for the increase in factories and urbanization
- **8.13(A)** analyze the War of 1812 as a cause of economic changes in the nation

Spiral Standards: 8.1(B), 8.10(A), 8.11(B), 8.11(C), 8.12(A)

#### Free Enterprise and Innovation

- **8.14(B)** describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries
- **8.27(A)** explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts

Spiral Standards: 8.11(A), 8.27(B)

- **8.14(A)** explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights
- **8.27(C)** analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally
- **8.27(D)** explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west

Spiral Standard: 8.23(D)

#### Effects of Industrialization

- **8.28(B)** identify examples of how industrialization changed life in the United States
- **8.12(B)** explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery

Spiral Standard: 8.27(B)

- **8.12(C)** explain the reasons for the increase in factories and urbanization
- **8.23(B)** explain the relationship between urbanization and 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 Standards: 8.23(D), 8.23(E)

### Process (Ways to Show)

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8.29(B) analyze information in a variety of ways

8.29(C) organize and interpret information from a variety of sources

Other Tested SEs: 8.29(D), 8.29(E), 8.29(J)

Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)
Reform and Culture

8.24 Culture. The student understands the major reform movements of the 19th century.
8.26 Culture. The student understands the relationship between the arts and the times during which they were created.

Connected Knowledge and Skills 8.22, 8.23, 8.25

Process (Tools to Know)

8.29(A) use primary and secondary sources to acquire information

Content

Causes of the Reform Movements

8.25(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings

Spiral Standard: 8.1(A)

8.23(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs

Reform Movements

8.24(B) evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, abolition, the labor reform movement, and care of the disabled

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

8.24(A) describe the historical development of the abolitionist movement

Spiral Standards: 8.10(A), 8.23(E)

American Culture

8.26(B) identify examples of American art, music, and literature that reflect society in different eras Spiral Standard

8.26(A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, ... transcendentalism, and other cultural activities in the history of the United States

8.26(C) analyze the relationship between fine arts and continuity and change in the American way of life

Process (Ways to Show)

8.29(B) analyze information in a variety of ways
8.29(C) organize and interpret information from a variety of sources
## Civil War

**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

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### Process (Tools to Know)

- 8.29(A) use primary and secondary sources to acquire information

**Other Tested SEs:** 8.29(H), 8.30(A)

**Other Non-Tested SEs:** 8.29(F), 8.29(G), 8.29(I), 8.30(B)

### Content

#### Causes of the Civil War: Sectionalism

- 8.8(B) explain the causes of the Civil War, including sectionalism...

**Spiral Standards:** 8.1(A), 8.10(B), 8.10(C), 8.12(D), 8.15(D)

- 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, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster

**Spiral Standards:** 8.10(A), 8.12(A), 8.21(A), 8.23(C)

#### Causes of the Civil War: Slavery

- 8.8(B) explain the causes of the Civil War, including slavery...

- 8.7(C) analyze the impact of slavery on different sections of the United States

- 8.18(A) identify judicial review and analyze examples of congressional and presidential responses

**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

- 8.18(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States

**Spiral Standards:** 8.12(A), 8.23(C), 8.23(E)

#### Causes of the Civil War: States’ Rights

- 8.8(B) explain the causes of the Civil War, including states’ rights...

- 8.17(B) explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War

**Spiral Standard:** 8.15(D)

- 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, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster

- 8.23(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs

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

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*TEKS clusters typically requiring additional time and focus in the curriculum (continued)*
>> 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 |
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**Content**

The Civil War

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

*Spiral Standards: 8.1(A), 8.10(C)*

- **8.8(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(C)** 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 ..., Stonewall Jackson, ...

*Spiral Standards: 8.1(B), 8.1(C), 8.26(B), 8.28(A)*

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**Process (Ways to Show)**

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

- **8.29(C)** organize and interpret information from a variety of sources

*Other Tested SEs: 8.29(D), 8.29(E), 8.29(I)*

*Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)*

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>> TEKS clusters typically requiring additional time and focus in the curriculum
# 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, 8.16, 8.19, 8.26

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## Process (Tools to Know)

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8.29(A) use primary and secondary sources to acquire information

Other SEs: 8.29(H), 8.30(A)
Other Non-Tested SEs: 8.29(F), 8.29(G), 8.29(I), 8.30(B)

## Content

### Events of Reconstruction

- **8.16(B)** describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States
- **8.16(A)** summarize the purposes for and process of amending the U.S. Constitution
- **8.19(A)** define and give examples of unalienable rights

*Spiral Standard: 8.1(A)*

- **8.9(A)** evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments
- **8.9(B)** evaluate the impact of the election of Hiram Rhodes Revels
- **8.26(C)** analyze the relationship between fine arts and continuity and change in the American way of life

*Spiral Standards: 8.1(B), 8.21(A), 8.21(C), 8.23(D)*

### Problems and Impacts

- **8.9(C)** explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups

*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
- **8.9(D)** identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act

*Spiral Standard: 8.23(D)*

## Process (Ways to Show)

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8.29(B) analyze information in a variety of ways
8.29(C) organize and interpret information from a variety of sources

Other SEs: 8.29(D), 8.29(E), 8.29(I)
Other Non-Tested SEs: 8.30(C), 8.30(D), 8.31(A), 8.31(B)
### PROCESS STANDARDS: SOCIAL STUDIES SKILLS

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#### 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 electronic technology.

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

### TOOLS TO KNOW

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#### 8.29(A)
Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

#### 8.29(H)
Use appropriate mathematical skills to interpret social studies information such as maps and graphs.

#### 8.30(A)
Use social studies terminology correctly.

### WAYS TO SHOW

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#### 8.29(B)
Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

#### 8.29(C)
Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

#### 8.29(D)
Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants.

#### 8.29(E)
Support a point of view on a social studies issue or event.

#### 8.29(J)
Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

#### 8.30(C)
Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

#### 8.30(D)
Create written, oral, and visual presentations of social studies information.

#### 8.31(A)
Use a problem-solving process 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.

#### 8.31(B)
Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
### SPIRAL STANDARDS
(content standards included in many/most units of instruction to add perspective and depth to content across chronology of the course)

<table>
<thead>
<tr>
<th>Historical Points of Reference Spiral Standards</th>
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<tbody>
<tr>
<td>8.1(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</td>
<td>Unit</td>
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<td>8.1(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</td>
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<td>8.1(C) 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</td>
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<thead>
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<th>Political Spiral Standards</th>
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<td>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</td>
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<tr>
<td>8.21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues</td>
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<td>8.21(C) summarize a historical event in which compromise resulted in a peaceful resolution</td>
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<th>Economic Spiral Standards</th>
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<tr>
<td>8.12(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</td>
<td>Unit</td>
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<tr>
<td>8.27(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</td>
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<tr>
<td>8.12(A) identify economic differences among different regions of the United States</td>
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<tr>
<td>8.28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</td>
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<th>Geographic Spiral Standards</th>
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<td>8.10(B) compare places and regions of the United States in terms of physical and human characteristics</td>
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<td>8.10(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States</td>
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<tr>
<td>8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</td>
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<tr>
<td>8.10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries</td>
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<tr>
<td>8.11(B) describe the positive and negative consequences of human modification of the physical environment of the United States</td>
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<td>8.11(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries</td>
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<td>8.23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved</td>
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<td>8.23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</td>
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<td>8.23(E) identify the political, social, and economic contributions of women to American society</td>
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<tr>
<td>8.26(B) identify examples of American art, music, and literature that reflect society in different eras</td>
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