

Coach T.'s Overview:

I have always been asked this same question, “why do we need to study history, why is to know the past important to me?” Many individuals with that sort of attitude towards history will say that it promotes nothing more than pure memorization on the part of the student. I am not going to say that there are not teachers out there that focus too heavily on the factual aspect of history, which is an unfortunate thing since the subject offers so much more beauty. Of course, studying past people, events and facts is one facet of historical study but not the sole one. If students can better understand the past then it will ultimately help them in becoming better citizens. Being able to appreciate different people and societies will allow the students to see the world with a more of an open mind and heart consequently preventing them from possible narrow minded thinking that unfortunately plagues way too many people today. History can also provide the person with a true identity and moral understanding. Who am I and where did I and my family come from? These are all questions that history can easily answer. Studying historical documents and writings can also facilitate the student in developing certain skills such as assessing diverse sources of information, reading, writing, and interpreting various forms of historical data. The list of history’s importance can be a long one but in the end we, I, would like the subject to provide students with the opportunity to enjoy storytelling at its best, enhance their critical thinking and allow them to develop into the best human beings they can possibly become since they can understand why the world is the way it is today... because of its past history!

As the course guide states, this PRE-AP American History course is designed for students with a high academic interest and strong work ethic. This course obviously is also geared to prepare students for future AP classes and tests. With this in mind, while acquiring the background knowledge of the history of the U.S. from colonization through Reconstruction, students in the PRE-AP course will be expected to be able to organize this knowledge in various note formats, be able to analyze many historical documents and become proficient in the writing processes of SAQ’s, DBQ’S and LEQ’s.

Pre-AP: (taken from: <https://pre-ap.collegeboard.org/about/overview>)

Pre-AP is about achieving results for **all** students. Here’s how the program is designed to accomplish that.

- **Engaging resources** meet students where they are.
- **Meaningful feedback** shows teachers where each student needs additional support and focus.
- **Effective practice** helps every student to build, strengthen, and master content knowledge and skills.
- **Flexibility** in instructional resources honors the skill and authority of teachers.
- **Challenging coursework** emphasizes key literacy, quantitative, and analysis skills across all five disciplines and reinforces these skills in multiple classroom experiences.
- **Open access**—a program requirement—means that Pre-AP courses and their high-quality instruction and assessments will serve all students.

Comal ISD Overview:


Pre-AP U.S. History - 4182

Full Year Grade 8

<https://4.files.edl.io/e127/03/10/21/144925-7336d5cb-e0d1-4676-841a-ae5810d009f8.pdf>

Pre-AP social studies provides challenging coursework that emphasizes key literacy and analysis skills. Students will have opportunities to strengthen skills in evidence-based writing, close observation and analysis, higher-order questioning, and academic conversation in preparation for the Advanced Placement courses in high school to prepare students for Advanced Placement courses in high school. Students study the history of the United States from colonization through Reconstruction. Students analyze political, economic, religious and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, the challenges of the early Republic, the Age of Jackson, westward expansion, sectionalism, Civil War and Reconstruction. Students examine the physical characteristics of the U.S. and their impact on how and where Americans lived, the American beliefs and principles reflected in historical documents such as the U.S. Constitution, the effects of major Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of science and technology on the development of the U.S. A wide variety of primary and secondary source materials is used to teach the strands of knowledge and skills listed in the TEKS through independent reading, analytical writing and in-depth discussions.

Outline

 Year at a Glance 2021-2022		Pre-AP Eighth Grade Social Studies			Revision Date: June 1, 2021	
Spiraled TEKS in each unit		8.29A: 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. 8.29B: 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 8.29C: organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. 8.29D: identify bias and points of view created by historical context surrounding an event 8.29E: support a point of view on a social studies issue or event			8.29F: evaluate the validity of a source based on corroboration with other sources and information about the author 8.30A: use social studies terminology correctly 8.30B: use effective written communication skills, including proper citations and avoiding plagiarism 8.30C: create written, oral and visual presentations of social studies information 8.31: 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.	
Unit Name	Unit 8-1 Exploration & Colonization 8/24-9/10 (13 days)	Unit 8-2 Growth of the Colonies Freedom Week 9/13-10/1 (14 days)	Unit 8-3 Road to Revolution 10/4-10/15 (10 days including PSAT school day)	Unit 8-4 Revolution 10/18-10/29 (10 days)	Unit 8-5 Forming a Government 11/1-11/19 (15 days, including 2 early release)	Unit 8-6 Rights of the People 11/29-12/17 (15 days, including early release)
TEKS	8.1A, 8.1B, 8.2A, 8.2B, 8.3B, 8.10A, 8.10B, 8.15A, 8.23A, 8.23C, 8.23D, 8.23E, 8.25A, 8.29G, 8.29H Health 1A	Spiraled: 8.1A, 8.1B, 8.2B, 8.3B, 8.10A, 8.10B, 8.23A, 8.23C, 8.23D, 8.23E, 8.25A, 8.25B New: 8.3A, 8.3C, 8.11A, 8.12A, 8.12B, 8.12C, 8.26A Health – 3 B	Spiraled: 8.1A, 8.1B, 8.10A, 8.10B New: 8.4A, 8.4B, 8.4C, 8.20A, 8.20B, 8.22A, 8.23E	Spiraled: 8.1A, 8.1B, 8.4B, 8.4C, 8.10A, 8.22A New: 8.6E, 8.10C, 8.19A, 8.19B, 8.22B Health 5 B	Spiraled: 8.1A, 8.1B, 8.10A, 8.15A, 8.20A, New: 8.4D, 8.6A, 8.15B, 8.17A, 8.19C, 8.23B	Spiraled: 8.1A, 8.1B New: 8.15C, 8.15D, 8.16A, 8.19B, 8.19C, 8.19D, 8.21B, 8.25C Health – 11 D.
Big Ideas	1. Physical geography shaped settlement patterns and culture of Native American societies. 2. Technological innovations, desire for wealth, and spread of Christianity contributed to European exploration. 3. Regional characteristics influenced social and political development of colonies.	1. Geography determined the economic activities of each colonial region. 2. Representative government was a foundation of colonial growth. 3. Religion had an influence on society and representative government.	1. The Declaration of Independence was issued in response to mistreatment by Britain. 2. The French and Indian War was a direct cause of the Revolutionary War.	1. The U.S.'s victory in the American Revolution was highly unlikely. 2. People of diverse backgrounds contributed to the U.S. victory in the Revolutionary War	1. The Framers of the U.S. Constitution included ideas from other individuals and documents. 2. Compromise was an essential aspect of the Constitutional Convention. 3. The year 1787 was pivotal in U.S. history.	1. People of the U.S. have codified rights. 2. The Constitution is a "living" document. 3. The national government shares power with the states (10th Amendment).
Unit Name	Unit 8-7 Early Years of the Republic 1/4-1/28 (18 days, including 1 early release)	Unit 8-8 Age of Jackson, Industrial Revolution 1/31-2/25 (17 days, including 1 early release)	Unit 8-9 Westward Expansion and Reform Era 2/28-3/25 (15 days)	Unit 8-10 Civil War 3/28-4/14 (14 days, including STAAR)	Unit 8-11 Reconstruction 4/18-4/29 (9 days, including 1 early release)	Unit 8-12 STAAR and Social Studies Research 5/2-5/26 (19 days, including STAAR)
TEKS	Spiraled: 8.1A, 8.1B, 8.10C, 8.22A, 8.22B, 8.23C New: 8.5A, 8.5B, 8.5C, 8.5D, 8.5E, 8.5B, 8.13A, 8.14A, 8.14B, 8.18A, 8.18B, 8.20A, 8.21A, 8.23C	Spiraled: 8.1C, 8.5B, 8.5C, 8.10A, 8.12B, 8.12C, 8.14A, 8.14B, 8.15D, 8.21A, 8.21C, New: 8.5F, 8.5G, 8.7A, 8.11B, 8.13B, 8.17B, 8.27A, 8.27B, 8.27D, 8.28A, 8.28B, Health 6B	Spiraled: 8.1A, 8.6A, 8.6E, 8.10A, 8.10C, 8.20B, New: 8.6B, 8.6C, 8.10B, 8.20C, 8.23D, 8.23E, 8.24A, 8.24B, 8.25B, 8.26A Health 5H	Spiraled: 8.1A, 8.1B, 8.7A, 8.10A, 8.10B, 8.10C, 8.11A, 8.12A, 8.12B, 8.12C, 8.17B, 8.18B, 8.21A, 8.23B New: 8.7B, 8.7C, 8.7D, 8.8A, 8.8B, 8.8C, 8.8D, 8.18C, Health 5B	Spiraled: 8.1A, 8.1B; 8.24B, 8.27C New: 8.9A, 8.9B, 8.9C, 8.16B	Spiraled: 8.1A, 8.1B; 8.9A, 8.9B, 8.9C, 8.16B, 8.30C
Big Ideas	1. There were many domestic issues faced by the leaders of the new republic. 2. Influential individuals' beliefs and actions greatly influenced how the new government worked in terms of policy and practice.	1. Innovation spurred industrialization, which led to both opportunity and oppression as well as increased sectionalism. 2. The election of Jackson had both a positive and negative impact on the country.	1. Manifest Destiny expanded opportunities for the United States and some groups of people but negatively impacted other people. 2. Reformers had various reasons and varying amounts of success as they sought to improve the U.S.	1. The North and South came into increasing conflict for geographic, political, economic and social reasons. 2. The Civil War had significant effects on the United States.	1. Reconstruction changed the relationship between the states and the federal government. 2. Reconstruction led to debates over new definitions of citizenship 3. Reconstruction opened new political and social opportunities to former slaves but ultimately failed due to Southern resistance and Northern apathy.	1. Historical debates provide differing views of historical events. 2. Studying different kinds of primary sources will build historical thinking skills.

Coach T.'s Classroom Rules and Consequences

RULES

RESPECT!

Perseverance.

Responsibility.

Consequences

Warning: "Immediacy".

Student/Parent Contact.

Classroom/ Lunch Detention.

Office Referral (Administrator Punishment).



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