

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 Studying historical documents and writings can also facilitate the student in developing certain skills such as assessing diverse sources of information, reading, writing, and interpreting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!

This class will focus on the chronological events in U.S. history from its conception through Reconstruction. As with my class last year, the study of facts and dates are important to me but not as important as being able to understand the **impact** of various events in history. If a student isn’t quite sure when Washington came into office (1789) but can tell me why he was important to U.S. history, then I will be happy! (A key to students’ success in my class) ☺

This class will be reading and writing intensive. I will require that my students do their homework just like I am required to do mine. It is hard to have discussions when half the class has not done their part. If that simple requirement is completed, coupled with good note taking, good study habits and a genuine effort, success will come naturally.

Comal ISD Overview:

U.S. History - 4181


Full Year Grade: 8

Prerequisite: None

<https://4.files.edl.io/aef3/03/02/20/155329-0b8ccb2d-d38d-474d-b18d-18fe94c4f1ba.pdf>

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 material is used to teach the strands of knowledge and skills listed in the TEKS.

Outline:

 Year at a Glance 2020-2021		Eighth Grade Social Studies				Creation Date: June 26, 2013 Revision Date: May 26, 2020	
COVID19 RETEACH	Please note, due to school disruptions in the 19-20 school year, instruction will need to be adjusted for this cohort of students to provide for scaffolding of skills and major concepts/content. Please check Tier 1 Instructional Strategies in the unit maps for tips on scaffolding and strengthening skills and content.						
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 8/25-9/11	Unit 8-2 Growth of the Colonies Freedom Week 9/14-10/2	Unit 8-3 Road to Revolution 10/5-10/16	Unit 8-4 Revolution 10/19-10/30	Unit 8-5 Forming a Government 11/2-11/20	Unit 8-6 Rights of the People 11/30-12/18	
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 – 3B	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 5B	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 1/5-1/29	Unit 8-8 Age of Jackson, Industrial Revolution 2/1-2/26	Unit 8-9 Westward Expansion and Reform Era 3/1-3/26	Unit 8-10 Civil War 3/29-4/9	Unit 8-11 Reconstruction 4/12-4/30	Unit 8-12 STAAR and Social Studies Research 5/3-5/27	
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, 8.5F, 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, 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, 8.16C, 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

SBMS DISCIPLINE FLOW CHART

Warning: "Immediacy".
Student/Parent Contact.
Classroom/ Lunch Detention.
Office Referral (Administrator Punishment).



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