

**HPISD CURRICULUM  
(SOCIAL STUDIES, UNITED STATES HISTORY)**

**EST. NUMBER OF DAYS:5 DAYS**

<b>UNIT NAME</b>	<b>UNIT 1A: REVIEW: US HISTORY TO 1877: COLONIZATION</b>
<b>Unit Overview</b>	The students will identify reasons for European exploration in North America, and analyze the economic, social, and political growth of the 13 colonies.
<b>Generalizations/Enduring Understandings</b>	<p><b>Constitutional Government and Federalism</b> Political conflict and competition lead to the formation of organized political interests with different goals and ideals.</p> <p>The quest for expanded voice and meaningful participation in political life represent the core purpose of reform in democratic societies.</p> <p><b>Capitalism and Economic Abundance</b> Free markets, free labor, and capital investment, in an environment of abundant resources and technological advances, lead to economic growth and opportunities for prosperity.</p> <p>Scientific discoveries and technological innovations shape economic development.</p> <p>Global conflict and cooperation, along with changing cultural circumstances, trigger problems and opportunities for economic development, such as expanded opportunities for trade, competition for resources, and interdependency.</p> <p><b>Civil Rights and Equality</b> Ongoing struggles for political and economic equality exemplify political, economic, and social change in democratic societies.</p> <p>The ideal of individual rights continually competes with the reality of government intervention.</p>

	<p><b>War and Diplomacy</b>  The failure of diplomacy and compromise often leads to war.</p> <p>Wars are fought for complex reasons, some noble, such as the protection of freedom, and others immoral, such as greed and prejudice.</p> <p>Wars result in significant economic, political, and social changes in domestic affairs and foreign relations.</p> <p><b>American National Character</b>  In the midst of great cultural diversity, American identity still exhibits uniqueness in its cultural intermixing, social equality, population mobility, and abundance.</p> <p>Cultural patterns influence the daily lives of every member of society, and are reflected in churches, schools, and other institutions, as well as literature, the fine arts, and traditions.</p> <p>Demographic shifts, including immigration, internal migration, ethnicity, and aging, have significantly influenced cultural patterns and political interests.</p> <p>Individuals can significantly influence historical events and group behavior through effective leadership.</p>	
<b>Concepts</b>	Migration, Diversity, Technology	
<b>Guiding/Essential Questions</b>	Who were the people groups inhabiting the Americas when the Europeans arrived? What motivated Europeans to come to North America? How did the Native American and European cultures interact after European settlement of North America? How did technology affect the settlement and development of colonial society?	
<b>Learning Targets</b>	<u><b>Performance Levels</b>-----</u>	<u><b>Learning Progression (**Decision Point)</b></u>  <ul style="list-style-type: none"> <li>• Build a vocabulary from the chapter.</li> </ul>

**Prerequisite:** Students can recognize and define the key events and vocabulary associated with colonization.

**Learning Target:** The students will assess reasons for European exploration in North America, and analyze the economic, social, and political growth of the 13 colonies.

- Vocabulary Assessment- Vocabulary Scramble-categorization
- Interactive Notebook Entry
- The Story of US-student viewing guide to be completed
- Concept Mapping-Students are given the vocabulary terms/concepts and required to create a concept map of at least 10 items. The map must have a textual explanation and visual
- Self-Directed Quiz-After a “popcorn” reading of a document, students write five content based questions with an answer key. Quiz is passed to another student who may use the document to answer the SDQ. Quiz is returned to test maker who grades the quiz and files it.
- Physical Time Line- students are given an event and conduct research. After presenting individual information, entire class lines up for a physical time line.
- Develop map skills-freehand.
- Checks for Muddiest Point in the Unit.- students are asked to write down the area or areas that are unclear.

		<ul style="list-style-type: none"> <li>• Quick Write-Students write 2-3 minutes about what was discussed or explained from the previous day. Open-ended question. Interactive Notebook entry.</li> <li>• Exit Ticket-Verbal round-robin about what was learned in today's lesson.</li> </ul>
<b>Formative Assessments</b>	Vocabulary Quiz Time Line Assessment	
<b>Summative Assessments</b>	<b>N/A-Test over Colonization and Revolution following week.</b>	
	<b><i>TEKS</i></b>	<b><i>Specifications</i></b>
	<p><b>8<sup>th</sup> Grade. (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:</b></p> <p><b>(A) identify reasons for European exploration and colonization of North America; and</b></p>	<p>The Americas were inhabited by diverse, ancient cultures that ranged from complex, agricultural societies to nomadic tribes. (HPISD)</p> <p>New technologies, an interest in trade, and the development of modern nation-states motivated Europeans to explore and settle North America. (HPISD)</p>
	<p><b>(B) compare political, economic, and social reasons for establishment of the 13 colonies</b></p>	
	<p><b>8<sup>th</sup> Grade. (3) History. The student understands the foundations of representative government and</b></p>	<p>A thriving agricultural economy in the South and commercial economy in the North helped England's colonies prosper</p>

	<p><b>institutions in the United States. The student is expected to:</b></p> <p>(A) explain the reasons for the growth of representative government and institutions during the colonial period;</p>	and gain dominance in North America. (HPISD)
	<p>(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; and</p>	
	<p>(C) describe how religion contributed to the growth of representative government in the American colonies</p>	
<p><b>TEKS (Grade Level) / Specifications</b>  <b>RED</b> = Readiness Standards  <b>GREEN</b> = Supporting Standards  <b>BLUE</b> = Process Standards  <i>Italics</i> = Standards Not Tested</p>	<p>(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:</p> <p>(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence.</p>	
	<p>(B) analyze the application of these founding principles to historical events in U.S. history; and</p>	
	<p>(C) explain the contributions of the Founding Fathers such as Benjamin</p>	

	Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull, Sr.	
	<b>(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:</b>	
	(A) identify the major characteristics that define an historical era;	
	(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;	
	(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	
	(D) explain the significance of the following dates years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939 -1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon) , 1991 (Cold War ends) , 2001 (terrorist attacks on World Trade Center and the Pentagon) , and 2008 (election of first black president , Barack Obama ).	
	<b>(22) Citizenship. The student understands the concept of American exceptionalism. The student is</b>	

	<p><b>expected to:</b></p> <p>(A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire</p>	
	<p><b>(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</b></p> <p>(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.”</p>	
	<p><b>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</b></p> <p>(A) <i>describe qualities of effective leadership</i></p>	
	<p><b>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p>	
	<p><b>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</b></p>	

	(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;	
	<p><b>(27) Science, technology, and society. The student understands the impact of science, and technology , and the free enterprise system on the economic development of the United States. The student is expected to:</b></p> <p>(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and</p>	
<b>Processes and Skills</b>	<p><b>(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</b></p> <p>(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;</p>	
	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	
	(C) understand how historians interpret	

	<i>the past (historiography) and how their interpretations of history may change over time;</i>	
	<i>(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</i>	
	<i>(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author , including points of view, frames of reference, and historical context;</i>	
	<i>(F) identify bias in written, oral, and visual material;</i>	
	<i>(G) identify and support with historical evidence a point of view on a social studies issue or event; and</i>	
	<i>(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.</i>	
	<b>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> <i>(A) create written, oral, and visual presentations of social studies information;</i>	
	<i>(B) use correct social studies terminology to explain historical concepts; and</i>	
	<i>(C) use different forms of media to convey information, including written to</i>	

	<i>visual and statistical to written or visual, using available computer software as appropriate.</i>	
	<p><b>(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p><i>(A) create thematic maps, graphs, and charts, representing various aspects of the United States; and</i></p>	
	<i>(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</i>	
	<p><b>(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b></p> <p><i>(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; and</i></p>	
	<i>(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.</i>	
<b>Topics</b>	Nomadic Reformation Christopher Columbus	

	<p>Columbian Exchange          Indentured servant          Puritan          Navigation Acts          Triangular trade          Enlightenment          French and Indian War</p>
<b>Facts</b>	
<b>Language of Instruction</b>	Nomadic, Renaissance, Columbian Exchange, conquistador, <i>encomienda</i> , <i>mestizo</i> , mercantilism, joint-stock companies, middle passage
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	<p><i>The Americans</i>, Ch. 1          Textbook Ancillaries          In-Depth Resources (Unit 1)              “The Iroquois Constitution”              “The Journal of Christopher Columbus”              “The Travels and Works of Captain John Smith”          Primary Source Explorer CD              Iroquois Great Law of Peace              The Mayflower Compact              The Fundamental Orders of Connecticut          Videos  <i>500 Nations</i>. Warner Brothers, 1995.</p>