

Social Studies Streamlining Work Group A Grade 8

Key People (# of people, vagueness of TEKs, including and such as)

8.4B, 8.7D, 8.8A, 8.20A, 8.22A, 8.22B, 8.26A, 8.17A, 8.23C,D,E

Geography Stand (strands are redundant, can be streamlined and combined)

8.10A,B,C

8.11A,B,C

8.12A

TEKs for Review

8.1A; “religious” and “2nd Great Awakenings” need to be deleted

8.1B-a processing standard

8.2A define European countries

8.4C remove writing of Articles of Confederation

8.4E, 8.15A, 8.17A AntiFed v Fed can be combined

8.5A specificity needed per each President

8.6B and 8.6C combine

8.7B and 8.7C combine

8.9A,B,C can all be combine

8.13A and 8.5D combine

8.14A and 8.14B combine

8.15C-specificity needed-which grievances

8.18B which significant Supreme Court cases

8.19CEF review and revise

8.20(all) review and revise

8.21A combined with 8.5C and discuss specific political parties

8.21C which events

8.24A combined with 8.24B (omit some the movements-temperance, labor and prison)

8.27A-D review and revise

8.28A,B review, revise and combine

8.29D and 8.29E are the same

CONSIDER DELETING- 8.3C, 8.9D, 8.23BCD, 8.25C, 8.26ABC,

CONSIDER KEEPING AS IS- 8.1A, 8.2A, 8.4ACD, 8.8B, 8.15D, 8.19B

8th Gr.GUIDING QUESTIONS

1. What are the main concerns that were raised in the survey and ESC feedback?

The key people derived and implied from the SEs was a huge concern referenced by the survey.

The survey also brought to light that many teachers think that some of the TEKs are too broad or ill-defined for example, 8.11A and 8.14B.

The consensus from the ESC scope surveys is that we do not have enough instructional minutes to adequately teach students all of the required TEKs.

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2. What suggestions do you have for how work groups can address these concerns?

We used the survey data to compile a list of special consideration items for the future groups to review. They are:

Key People –We reviewed all the TEKS that contain people who are both addressed directly and indirectly. See the attached Scope Spreadsheet

On Going TEKS- geography, economics, culture and citizenship, and science and technology. These TEKS sometimes overlap with the history standards and require teachers to combine and reduce. Example 8.4E, 8.15A, and 8.17A all refer to the same topic (Antifederalists and Federalists.)

3. Are three specific concepts/topics/student expectations that are particularly problematic? If so, what is problematic about each?

The broad and ill-defined TEKS require specificity, streamlining, or deletion. See the list above.

4. Are there specific concepts/topics/student expectations that should not be deleted or changed? Yes, please see the list above. Some may require work but these were listed in the survey by teachers.

5. Do you have any other suggestions for ways in which the social studies TEKS can be streamlined or improved?

Being 8th teachers, who taught the subject, we realized that our TEKS can be placed in two categories- the entrees and the side dishes.

The entrees are the TEKS that drive instruction-such as the history and government strands.

The side dishes come from the TEKS that are ongoing-geography, culture, citizenship, science and technology and to some degree, Economics.

Our suggestions:

- 1) A rubric to have requirements that address which people we need to address and assess
- 2) Focus streamlining efforts on the TEKS listed above. It took 10500 minutes to cover all the TEKS. We would have to lose 1/3 of our TEKS to meet the number of instructional minutes districts actually have.
- 3) Combine TEKS as possible. (How many TEKS does it take to address the Antifederalist and the Federalists arguments? 3
The grouping began in Work Group A seems to be the most efficient method to complete the streamlining for all the grade levels.

Social Studies Streamlining Work Group A
Grade 8

Days to Minutes				
	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
Unit 1: Exploration and Colonization (19 Days)				
8.2(A) identify reasons for European exploration and colonization of North America	3	45	135	
8.3(A) explain the reasons for the growth of representative government and institutions during the colonial period	3	45	135	
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	4	45	180	
8.10(B) compare places and regions of the United States in terms of physical and human characteristics	2	45	90	ongoing
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	1	45	45	ongoing
8.12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	2	45	90	ongoing-industrialization and civil war
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;	2	45	90	ongoing
8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies	3	45	135	
8.3(C) describe how religion and virtue contributed to the growth of representative government in the American colonies	1	45	45	
8.10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries;	1	45	45	ongoing
8.12(A) identify economic differences among different regions of the United State;	3	45	135	ongoing
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	1	45	45	
8.25(A) trace the development of religious freedom in the United States	3	45	135	
8.25.B describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	1.5	45	67.5	
	30.5	630	1372.5	
Unit 2: American Revolution (19 Days)				
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	5	45	225	
8.4(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783	6	45	270	
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	3	45	135	ongoing
8.19(A) define and give examples of unalienable rights	1	45	45	
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.	1	45	45	
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	3	45	135	
8.10(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries	1	45	45	ongoing
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 and Henry David Thoreau's refusal to pay a tax.	2	45	90	
	22	360	1800	
Unit 3: Foundations of Government (35 Days)				
8.4D analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three Fifths Compromise	2.5	45	112.5	
8.15A identify the influences of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalists Papers, and selected Anti-Federalist writings, on the U.S. system of government	4	45	180	
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	3	45	135	
8.15D 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	5	45	225	
8.17A analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason	2	45	90	
8.19B summarize the rights guaranteed by the Bill of Rights	3	45	135	
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.	1	45	45	
8.4E analyze the arguments for and against ratification	2	45	90	
8.15B summarize the strengths and weaknesses of the Articles of Confederation	2	45	90	
8.16A summarize the purposes for and process of amending the U.S. Constitution;	1	45	45	
8.19A define and give examples of unalienable rights;	2	45	90	

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	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
8.19C explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;	1	45	45	
8.19D identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries	1	45	45	
8.19E summarize the criteria and explain the process for becoming a naturalized citizen of the United States;	1	45	45	
8.19F explain how the rights and responsibilities of U.S. citizens reflect our national identity.	1	45	45	
8.20B evaluate the contributions of the Founding Fathers as models of civic virtue	1	45	45	
8.21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	1	45	45	
8.21B describe the importance of free speech and press in a constitutional republic	1	45	45	
8.21C summarize a historical event in which compromise resulted in a peaceful resolution.	0.5	45	22.5	ongoing
8.25C analyze the impact of the First Amendment guarantees religious freedom on the American way of life	1	45	45	
	36	495	1620	
Unit 4: New Republic (22 Days)				
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	7.5	45	337.5	
8.5(C) explain the origin and development of American political parties	3	45	135	
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	6	45	270	
8.13(A) analyze the War of 1812 as a cause of economic changes in the nation	2	45	90	
8.14(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights	3	45	135	
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.	1	45	45	
8.5(B) summarize arguments regarding protective tariffs, taxation, and the banking system	3	45	135	
8.5(D) explain the causes, important events, and effects of the War of 1812	3.5	45	157.5	
8.14(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.	1	45	45	
8.18(A) identify the origin of judicial review and analyze examples of congressional and presidential responses;	2	45	90	
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	1	45	45	
8.21(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	1	45	45	
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	1	45	45	ongoing
	35	585	1575	
Unit 5: Industrialization and Jacksonian Democracy (20 Days)				
8.5(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	2.5	45	112.5	
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.	2.5	45	112.5	
8.12(C) explain the reasons for the increase in factories and urbanization	2	45	90	
8.13(B) identify the economic factors that brought about rapid industrialization and urbanization.	2	45	90	
8.27(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts;	3	45	135	
8.17(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	2	45	90	ongoing
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;	1	45	45	ongoing
8.23(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	1	45	45	
8.23(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;	2	45	90	
8.27(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;	1	45	45	
8.27(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and	1	45	45	
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.	2	45	90	
8.28(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	1	45	45	
8.28(B) identify examples of how industrialization changed life in the United States.	1.5	45	67.5	
	24.5	315	1102.5	
Unit 6: Manifest Destiny and Reform (15 Days)				
8.6(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	1	45	45	
8.6(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.	2.5	45	112.5	

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	Days to Teach	Avg. Minutes per Day	Total Minutes	Comments
8.6(B) explain the political, economic, and social roots of Manifest Destiny;	4	45	180	
8.24(A) describe the historical development of the abolitionist movement;	1	45	45	
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.	3	45	135	
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.	1	45	45	ongoing
8.6(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	4	45	180	
8.6(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; and	2.5	45	112.5	
8.22(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton	1	45	45	ongoing
8.23(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;	0.5	45	22.5	
8.23(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	0.5	45	22.5	
8.23(E) identify the political, social, and economic contributions of women to American society.	2	45	90	
8.25(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings;	1	45	45	spiral
	24	585	1080	
Unit 7: Sectionalism and the Civil War (15 days)				
8.7(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	2	45	90	
8.7(C) analyze the impact of slavery on different sections of the United States;	1	45	45	ongoing
8.8(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and 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	6	45	270	
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	3	45	135	
8.12(A) identify economic differences among different regions of the United States;	1	45	45	ongoing
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.	1	45	45	ongoing
8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks;	2.5	45	112.5	
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.	2.5	45	112.5	
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	3	45	135	
8.12(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	2	45	90	spiral
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.	1	45	45	ongoing
8.17(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	1	45	45	spiral
8.18(C) evaluate the impact of selected landmark Supreme Court decisions, including <i>Dred Scott v. Sandford</i> , on life in the United States	1	45	45	
	27	450	810	
Unit 8: Reconstruction (10 Days)				
8.9(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	3	45	135	
8.9(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and	2	45	90	
8.9(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.	1	45	45	
8.16(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States	1	45	45	
8.7(B) compare the effects of political, economic, and social factors on slaves and free blacks;	1	45	45	spiral
8.9(B) evaluate the impact of the election of Hiram Rhodes Revels;	1	45	45	
8.16A summarize the purposes for and process of amending the U.S. Constitution	1	45	45	spiral
	10	810	1305	
Total	209	4230	10665	

Processing Skills are are ongoing and embeded in the activity

TEKS	TIME (Days)	Comments
8.4B	3	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 (John Hancock, Alexander Hamilton)
8.5A	7.5	George Washington, John Adams, Thomas Jefferson, James Madison, James Monroe, John Q Adams, Andrew Jackson
8.7D	2.5	John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.
8.8A	3	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 Andrew Johnson
8.9B	1	Hiram Rhodes Revel
8.17A	3	Alexander Hamilton, Patrick Henry, James Madison, and George Mason
8.20A	1	Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn
8.22A	1	George Washington, John Marshall, and Abraham Lincoln
8.22B	6	Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton (James K Polk, Zachary Taylor, Stephen Dougless, John Brown, Harriett Tubman, Horace Mann)
8.23D	?	contributions of people of various racial, ethnic, and religious groups to our national identity
8.23E	?	contributions of women to American society (Dorothea Dix, Sojourner Truth)
8.26A	1	John James Audubon, Ralph Waldo Emerson
8.27A	3	Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; (Robert Fulton, Eli Whitney, Cyrus McCormick, John Deere, Elias Howe, Samuel Morse)

TEKS	TIME (Days)
8.1A	7
8.1B	7
8.1C	6
8.5C	5
8.10A	7
8.10B	7
8.10C	7
8.11A	7
8.11B	7
8.11C	7
8.12A	5
8.12B	2
8.12C	3
8.12D	3
8.14B	2
8.15A	4
8.17B	2
8.18B	3
8.20C	2
8.21A	2
8.21C	2
8.23A	1
8.23B	4
8.23C	4
8.23D	3
8.23E	3
8.25A	3
8.25B	2
8.25C	4
8.26B	7
8.26C	7
8.28A	4
8.28B	3

suppose to cover in every unit

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