

MIDDLE SCHOOL
SOCIAL STUDIES
SCOPE AND SEQUENCE

6TH SOCIAL STUDIES

7TH SOCIAL STUDIES

8TH SOCIAL STUDIES

Social Studies, Grade 6

First Six Weeks :: The student is expected to...

- pose and answer questions about geographic distributions and patterns for selected world regions and countries shown on maps, graphs, charts, models, and databases.[3.B]
- identify and explain the geographic factors responsible for patterns of population in places and regions.[4.B]
- describe and explain how physical processes such as erosion, ocean circulation, and earthquakes have resulted in physical patterns on Earth's surface.[6.A]
- identify and analyze ways people have adapted to the physical environment in selected places and regions.[7.A]
- identify and analyze ways people have modified the physical environment.[7.B]
- describe ways in which technology influences human capacity to modify the physical environment.[7.C]
- define and give examples of primary, secondary, tertiary, and quaternary industries.[10.A]
- describe roles and responsibilities of citizens in selected contemporary societies including the United States. [13.A]
- describe some traits that define cultures.[15.B]
- explain why cultures borrow from each other.[17.D]
- evaluate the consequences of improved communication among cultures.[17.F]

Second Six Weeks :: The student is expected to...

- describe characteristics of selected contemporary societies such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade.[1.A]
- describe the influence of individual and group achievement on selected historical or contemporary societies. [2.B]
- create thematic maps, graphs, charts, models, and databases depicting various aspects of world regions and countries such as population, disease, and economic activities.[3.A]
- locate major historical and contemporary societies on maps and globes.[4.A]
- explain the impact of scarcity on international trade and economic interdependence among societies.[8.C]
- identify examples of governments with rule by one, few, or many.[12.B]
- identify and explain the importance of voluntary civic participation in democratic societies.[14.A]
- analyze how culture traits spread.[17.C]
- explain the relationship among religious ideas, philosophical ideas, and cultures.[19.A]
- explain the significance of religious holidays and observances such as Christmas and Easter, Ramadan, and Yom Kippur and Rosh Hashanah in selected contemporary societies.[19.B]
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.[21.C]
- use social studies terminology correctly.[22.A]
- express ideas orally based on research and experiences.[22.C]
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.[22.D]
- use standard grammar, spelling, sentence structure, and punctuation.[22.E]
- 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. [23.A]
- 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.[23.B]

Third Six Weeks :: The student is expected to...

- analyze the historical background of selected contemporary societies to evaluate
- identify and explain the geographic factors responsible for the location of economic activities in places and regions.[4.D]
- describe and explain the physical processes that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber.[6.B]
- explain how opportunities for citizens to participate in and influence the political process vary among selected contemporary societies.[13.B]
- compare the role of citizens in the United States with the role of citizens from selected democratic and nondemocratic contemporary societies.[13.C]
- define the concepts of culture and culture region.[15.A]

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- analyze the similarities and differences among selected world societies.[15.C]
- compare characteristics of institutions in selected contemporary societies.[16.B]
- evaluate how cultural borrowing affects world cultures.[17.E]
- explain the relationships that exist between societies and their architecture, art, music, and literature.[18.A]
- relate ways in which contemporary expressions of culture have been influenced by the past.[18.B]

Fourth Six Weeks :: The student is expected to...

- explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies.[5.A]
- describe and measure levels of economic development using various indicators such as individual purchasing power, life expectancy, and literacy.[10.B]
- describe characteristics of limited and unlimited governments.[11.A]
- identify examples of limited and unlimited governments.[11.B]
- identify reasons for limiting the power of government.[11.C]
- compare limited and unlimited governments.[11.D]
- identify alternative ways of organizing governments such as rule by one, few, or many.[12.A]
- explain relationships among rights and responsibilities in democratic societies.[14.B]
- give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world.[20.A]
- differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected world cultures. [21.A]
- identify different points of view about an issue or topic.[21.D]
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.[21.F]

Fifth Six Weeks :: The student is expected to...

- identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system.[8.B]
- describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of selected contemporary societies.[9.A]
- identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.[9.B]
- identify historical origins of democratic forms of government.[12.C]
- compare how governments function in selected world societies such as China, Germany, India, and Russia.
- identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.[18.D]
- explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society.[20.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.[21.B]
- incorporate main and supporting ideas in verbal and written communication.[22.B]

Sixth Six Weeks :: The student is expected to...

- explain ways in which human migration influences the character of places and regions.[4.C]
- identify geographic factors that influence a society's ability to control territory and that shape the domestic and foreign policies of the society.[5.B]
- analyze the effects of physical processes and the physical environment on humans.[6.C]
- compare ways in which various societies organize the production and distribution of goods and services.[8.A]
- make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.[20.C]
- identify the elements of frame of reference that influenced participants in an event.[21.E]

Social Studies, Grade 7

First Six Weeks :: The student is expected to...

- compare the cultures of Native Americans in Texas prior to European colonization.[2.A]
- 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.[21.B]
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.[21.C]
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author.[21.G]
- use social studies terminology correctly.[22.A]
- use standard grammar, spelling, sentence structure, and punctuation.[22.B]
- create written, oral, and visual presentations of social studies information.[22.D]

Second Six Weeks :: The student is expected to...

- identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions.[2.B]
- identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Segun during the colonization of Texas.[2.C]
- contrast Spanish and Anglo purposes for and methods of settlement in Texas.[2.F]
- compare places and regions of Texas in terms of physical and human characteristics.[9.B]
- identify examples of Spanish influence on place names such as Amarillo and Ro Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.[19.C]
- differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.[21.A]
- support a point of view on a social studies issue or event.[21.E]
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.[21.H]
- 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. [23.A]

Third Six Weeks :: The student is expected to...

- explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861.[1.C]
- identify the impact of the Mexican federal Constitution of 1824 on events in Texas.[2.D]
- trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.[2.E]
- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio Lpez de Santa Anna, and William B. Travis.[3.A]
- explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.[3.B]
- create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries.[8.A]
- pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.[8.B]
- express and defend a point of view on an issue of historical or contemporary interest in Texas.[17.C]
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.[21.D]
- identify bias in written, oral, and visual material.[21.F]
- transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.[22.C]
- 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.[23.B]

Social Studies, Grade 7

Fourth Six Weeks :: The student is expected to...

- apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.[1.B]
- identify individuals, events, and issues during the Republic of Texas and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo.[4.A]
- analyze the causes of and events leading to Texas statehood.[4.B]
- explain reasons for the involvement of Texas in the Civil War.[5.A]
- evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries.[7.B]
- analyze why immigrant groups came to Texas and where they settled.[11.A]
- analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas.[11.B]
- identify the influence of ideas from the U.S. Constitution on the Texas Constitution.[14.B]
- describe the importance of free speech and press in a democratic society.[17.B]
- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances. [19.A]

Fifth Six Weeks :: The student is expected to...

- identify the major eras in Texas history and describe their defining characteristics.[1.A]
- analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.[5.B]
- identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop.[6.A]
- explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier.[6.B]
- define the impact of "boom and bust" and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking.[7.A]
- trace the emergence of the two-party system in Texas during the second half of the 20th century.[7.E]
- locate places and regions of importance in Texas during the 19th and 20th centuries.[9.A]
- explain ways in which geographic factors have affected the political, economic, and social development of Texas.[10.B]
- analyze the effects of the changing population distribution in Texas during the 20th century.[11.C]
- describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.[11.D]
- analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas.[13.B]
- summarize the rights guaranteed in the Texas Bill of Rights.[16.A]
- identify different points of view of political parties and interest groups on important Texas issues.[17.A]
- describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.[19.B]
- analyze the effects of scientific discoveries and technological innovations, such as barbed wire, the windmill, and oil, gas, and aerospace industries, on the developments of Texas.[20.C]
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.[20.D]
- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.[20.E]

Sixth Six Weeks :: The student is expected to...

- trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. Garca, Oveta Culp Hobby, and Lyndon B. Johnson.[7.C]
- analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of Texas.[7.D]
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.[9.C]

- identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.[10.A]
- explain economic factors that led to the urbanization of Texas.[12.A]
- trace the development of major industries that contributed to the urbanization of Texas.[12.B]
- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas. [12.C]
- analyze the impact of national and international markets and events on the production of goods and services in Texas.[13.A]
- analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.[13.C]
- identify how the Texas Constitution reflects the principles of limited government, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.[14.A]
- describe the structure and functions of government at municipal, county, and state levels.[15.A]
- identify major sources of revenue for state and local governments.[15.B]
- describe the structure and governance of Texas public education.[15.C]
- identify civic responsibilities of Texas citizens.[16.B]
- identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States.[18.A]
- analyze the contributions of Texas leaders such as Henry B. Gonzalez, Phil Gramm, Barbara Jordan, and Sam Rayburn.[18.B]
- compare types and uses of technology, past and present.[20.A]
- identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. "Dad" Joiner.[20.B]
- make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.[20.F]

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Social Studies, Grade 8

First Six Weeks :: The student is expected to...

- identify reasons for European exploration and colonization of North America.[2.A]
- compare political, economic, and social reasons for establishment of the 13 colonies.[2.B]
- explain the reasons for the growth of representative government and institutions during the colonial period.[3.A]
- evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.[3.B]
- describe how religion contributed to the growth of representative government in the American colonies.[3.C]
- identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration.[24.A]

Second Six Weeks :: The student is expected to...

- analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War.[4.A]
- explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.[4.B]
- 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; and signing the Treaty of Paris.[4.C]
- analyze the issues of the Philadelphia Convention of 1787, including major compromises and arguments for and against ratification.[4.D]
- describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and defining the authority of the central government.[5.A]
- summarize arguments regarding protective tariffs, taxation, and the banking system.[5.B]
- identify the economic factors that brought about rapid industrialization and urbanization.[14.B]
- explain why a free enterprise system of economics developed in the new nation.[15.A]
- identify 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.[21.C]
- identify different points of view of political parties and interest groups on important historical and contemporary issues.[22.A]
- evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.[25.B]
- trace the development of religious freedom in the United States.[26.A]
- describe religious influences on immigration and on social movements, including the impact of the first and second Great Awakenings.[26.B]
- explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process.[28.A]
- analyze the impact of transportation systems on the growth, development, and urbanization of the United States.[28.B]
- analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally.[28.C]
- explain how technological innovations led to rapid industrialization.[28.D]
- identify examples of how industrialization changed life in the United States.[29.C]

Third Six Weeks :: The student is expected to...

- explain the origin and development of American political parties.[5.C]
- explain the causes of and issues surrounding important events of the War of 1812.[5.D]
- trace the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.[5.E]
- explain the impact of the election of Andrew Jackson, including the beginning of the modern Democratic Party. [5.F]
- analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era.[5.G]

Social Studies, Grade 8

- explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.[6.A]
- explain the political, economic, and social roots of Manifest Destiny.[6.B]
- analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.[6.C]
- explain the major issues and events of the Mexican War and their impact on the United States.[6.D]
- identify areas that were acquired to form the United States.[6.E]
- analyze the impact of tariff policies on sections of the United States before the Civil War.[7.A]
- explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.[13.B]
- analyze the War of 1812 as a cause of economic changes in the nation.[14.A]
- summarize the strengths and weaknesses of the Articles of Confederation.[16.B]
- 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.[16.C]
- 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.[16.D]
- summarize the purposes for and processes of changing the U.S. Constitution.[17.A]
- describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States.[17.B]
- identify the origin of judicial review and analyze examples of congressional and presidential responses.[17.C]
- analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.[18.A]
- describe historical conflicts arising over the issue of states' rights, including the Secession Crisis and the Civil War. [18.B]
- summarize the issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.[19.A]
- evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.[19.B]
- define and give examples of unalienable rights.[20.A]
- summarize rights guaranteed in the Bill of Rights.[20.B]
- evaluate the contributions of the Founding Fathers as models of civic virtue.[21.B]
- describe the importance of free speech and press in a democratic society.[22.B]
- explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs.[24.B]
- identify the political, social, and economic contributions of women to American society.[24.E]
- analyze the impact of the first amendment guarantees of religious freedom on the American way of life.[26.C]

Fourth Six Weeks :: The student is expected to...

- compare the effects of political, economic, and social factors on slaves and free blacks.[7.B]
- analyze the impact of slavery on different sections of the United States.[7.C]
- compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.[7.D]
- explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln.[8.A]
- explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of Gettysburg and Vicksburg, the announcement of the Emancipation Proclamation, the assassination of Lincoln, and Lee's surrender at Appomattox Court House.[8.B]
- analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.[8.C]
- evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.[9.A]
- describe the economic difficulties faced by the United States during Reconstruction.[9.B]
- explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.[9.C]
- describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.[23.B]
- identify the political, social, and economic contributions of women to American society.[24.E]
- analyze the impact of the first amendment guarantees of religious freedom on the American way of life.[26.C]

Social Studies, Grade 8

Fifth Six Weeks :: The student is expected to...

- identify the major eras in U.S. history through 1877 and describe their defining characteristics.[1.A]
- apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.[1.B]
- explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.[1.C]
- identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government.[16.A]
- compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.[29.A]
- describe how scientific ideas influenced technological developments during different periods in U.S. history. [29.B]