

Chapter 1 : 8th Grade Social Studies TEKS - Mrs. Duty's Class- ATLAS Academy at Tennyson Middle School

Social Studies, Grade 8, Beginning with School Year (a) Introduction. (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction.

The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to: The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U. Constitution, and other important historic documents. Constitution and the Bill of Rights. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. The student understands the process of changing the U. Constitution and the impact of amendments on American society. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student understands the impact of landmark Supreme Court cases. Sandford, on life in the United States. The student understands the rights and responsibilities of citizens of the United States. The student understands the causes of exploration and colonization eras. The student understands the importance of voluntary individual participation in the democratic process. The student understands the importance of the expression of different points of view in a constitutional republic. The student understands the importance of effective leadership in a constitutional republic. Anthony, and Elizabeth Cady Stanton. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student understands the major reform movements of the 19th century. The student understands the impact of religion on the American way of life. The student understands the impact of science and technology on the economic development of the United States. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student understands the foundations of representative government in the United States.

Chapter 2 : Texas TEKS Standards Eighth Grade Social Studies resources

Texas Essential Knowledge and Skills for Social Studies). Proposals Approved for Second Reading and Final Adoption in May The following documents reflect proposed revisions to the social studies TEKS as approved by the SBOE on May 21, , for second reading and final adoption, with technical edits, as authorized by SBOE operating rules.

The knowledge and skills in subsection b of this section comprise the first part of a two-year study of U. The second part, comprising U. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U. Constitution and other historical documents. Students evaluate the impact of 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 scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. Constitution and the Declaration of Independence, landmark cases of the U. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. Skills listed in the social studies skills strand in subsection b of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U. The student understands traditional historical points of reference in U. The student is expected to: Constitution; , Louisiana Purchase; and , Civil War. The student understands the causes of exploration and colonization eras. The student understands the foundations of representative government in the United States. The student understands significant political and economic issues of the revolutionary era. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. Georgia, and the Trail of Tears. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. Calhoun, Henry Clay, and Daniel Webster. The student understands individuals, issues, and events of the Civil War. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student understands the location and characteristics of places and regions of the United States, past and present. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the midth century. The student understands why various sections of the United States developed different patterns of economic activity. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student understands the origins and development of the free enterprise system in the United States. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.

Constitution, and other important historic documents. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. The student understands the process of changing the U. Constitution and the impact of amendments on American society. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student understands the impact of landmark Supreme Court cases. *Maryland, and Gibbons v. Sandford*, on life in the United States. The student understands the rights and responsibilities of citizens of the United States. The student understands the importance of voluntary individual participation in the democratic process. The student understands the importance of the expression of different points of view in a constitutional republic. The student understands the importance of effective leadership in a constitutional republic. Anthony, and Elizabeth Cady Stanton. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student understands the major reform movements of the 19th century. The student understands the impact of religion on the American way of life. The student understands the relationship between the arts and the times during which they were created. The student understands the impact of science and technology on the economic development of the United States. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student communicates in written, oral, and visual forms. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. For additional information, email rules tea. Powered by Create your own unique website with customizable templates.

Chapter 3 : Social Studies / TEKS Snapshots

Social Studies 8th Grade TEKS U.S. History through A) Identify the major eras in U.S. history through B) Apply absolute and relative.

Middle School Statutory Authority: Societies for study are from the following regions of the world: Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. Motivating resources are available from museums, art galleries, and historical sites. Skills listed in the social studies skills strand in subsection b of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U. The student understands that historical events influence contemporary events. The student is expected to: The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student uses geographic tools to answer geographic questions. Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student understands that geographical patterns result from physical environmental processes. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student understands the various ways in which people organize economic systems. The student understands the concepts of limited and unlimited governments. The student understands various ways in which people organize governments. The student understands that the nature of citizenship varies among societies. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student understands the similarities and differences within and among cultures in various world societies. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student understands relationships that exist among world cultures. The student understands the relationship that exists between the arts and the societies in which they are produced. The student understands the relationships among religion, philosophy, and culture. The student understands the influences of science and technology on contemporary societies. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student communicates in written, oral, and visual forms. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. Content is presented with more depth and breadth than in Grade 4. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the

influence of the U. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies. The student understands traditional historical points of reference in Texas history. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student uses geographic tools to collect, analyze, and interpret data. The student understands the location and characteristics of places and regions of Texas. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student understands the interdependence of the Texas economy with the United States and the world. The student understands the basic principles reflected in the Texas Constitution. Constitution, including the Texas and U. The student understands the structure and functions of government created by the Texas Constitution. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student understands the importance of the expression of different points of view in a democratic society. The student understands the importance of effective leadership in a democratic society. Telles, Sam Rayburn, and Raul A. The student understands the concept of diversity within unity in Texas. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The knowledge and skills in subsection b of this section comprise the first part of a two-year study of U. The second part, comprising U. The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U. Constitution and other historical documents. Students evaluate the impact of 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 scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material. Constitution and the Declaration of Independence, landmark cases of the U. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. The student understands traditional historical points of reference in U. Constitution; , Louisiana Purchase; and , Civil War. The student understands the causes of exploration and colonization eras. The student understands the foundations of representative government in the United States. The student understands significant political and economic issues of the revolutionary era. The student understands the

challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. Georgia, and the Trail of Tears. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. Calhoun, Henry Clay, and Daniel Webster. The student understands individuals, issues, and events of the Civil War. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student understands the location and characteristics of places and regions of the United States, past and present. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the midth century. The student understands why various sections of the United States developed different patterns of economic activity.

Chapter 4 : Glasz, Teri (Social Studies) / 8th Grade Social Studies TEKS

Social Studies TEKS The following information is based on the Texas Essential Knowledge and Skills for Social Studies Â§ - 16, Â§, Â§, Â§ Click on a link below to visit a grade level or subject area.

Chapter 5 : Printable Eighth Grade Social Studies Worksheets and Study Guides. Texas TEKS Standards

Teaching social studies is a great way to get your students involved in civic life. This lesson offers a careful look at the eighth-grade social studies standards in Texas, with the goal of making.

Chapter 6 : Resources â€œ lead4ward

Home / Academics / Curriculum Standards / TEKS Texas Essential Knowledge and Skills (TEKS) Texas Essential Knowledge and Skills This site will provide you with information on the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do.

Chapter 7 : Ferrell, Paula / STAAR Resources

TX Social Studies, Grade 8 () History. The student understands traditional historical points of reference in U.S. history through

Chapter 8 : 19 TAC Chapter , Subchapter B

Adame, Amanda (Athletics, College and Career Readines) Administration; Altamirano, Kimsie (Science) Bagley, Sarah (Math) Barbee, Russell (Band) Behnsch, Sharon (Tech Apps 8, Coding & Robotics, STEM & Keyboarding).

Chapter 9 : Texas - Social Studies - Jarrett Publishing Company

Eighth Grade TEKS - Chapter Summary. Use this chapter as a teaching resource to learn practical strategies that you can use in the classroom to make your eighth grade lesson plans align with TEKS.