

## The 7 Steps.—John Seidlitz

1. **Teach students what to say when they don't know what to say**
2. **Have students speak in complete sentences**
3. **Randomize & Rotate when calling on students**
4. **Use total response signals**
5. **Use visuals and vocabulary strategies that support your objective**
6. **Have students participate in structured conversations**
7. **Have students participate in structured reading/writing activities**



## Clint ISD

### 8<sup>th</sup> Grade

## Social Studies Calendar 2019-2020

The following calendar does not contain the process standards but are included at the end of this booklet on page 14. The Seidlitz 7 can be found on page 16 and a table version of this calendar is on page 15 for your reference.

This calendar can be used along with the TEKS Resource System (IFD) to plan instruction. Quality instruction aligned with the curriculum at an appropriate level of rigor will ensure that students are successful.

The 3rd and 6th week are short checkpoints (10 items or less) covering only that 3 week window of instructional time. The 9 weeks checkpoint is longer (20-40 items); it covers content taught during the full preceding 9 weeks of instructional time. The 3-6-9 Week Checkpoints will include open ended and griddable questions. The 3rd and 6th weeks assessment can be taken for a daily grade at your discretion. The 9 weeks exam can be counted as a test grade at teacher discretion and data will be pulled at the campus and district level to support instruction. Please see CISD 3-6-9 Week Checkpoint FAQ.

July 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Teacher PD	23 Teacher PD	24 Teacher PD	25 Teacher PD	26 Teacher PD	27
28	29 First Day	30	31 Thinking like a historian	8.29B&C →		

August 2019 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 8.29B&C	2 8.29B&C	3
4	5 Colonial America 8.1A&B	6 →	7 8.2A&B 8.15E, 8.23A&E; 8.25A&B	8 →	9 →	10
11	12 →	13 →	14 8.10A, B&C; 8.11.A; 8.12A&C	15 →	16 3-Weeks Exam	17
18	19 CONTINUED	20 8.7C; 8.12B	21 →	22 8.3A, B&C	23 →	24
25	26 →	27 →	28 American Independence 8.1A&B	29 8.4A&B	30 →	31



Content: Social Studies Grade Level: 8

Time Frame	Unit(s)	Tested TEKS	Test Date
July 29 - Aug 16 (1st-3 Weeks)	Unit 1: Thinking Like a Historian Unit 2: Colonial America	8.1A, 8.2A	Aug 16
Aug 19 - Sept 6 (1st-6 Weeks)	Unit 3: American Independence	8.4A, 8.15C	Sept 6
Sept 9 - Sept 24 (1st-9 Weeks)	Units 1-3 and TEK 8.15B	Comprehensive	Sept 24/25
Oct 14 - Oct 30 (2nd-3 Weeks)	Unit 4: Writing the Constitution	8.15D, 8.17A	Oct 30
Nov 4 - Nov 22 (2nd- 6 weeks)	Comprehensive	Interim Assessment administered by T.E.A.	Nov 19/20
Dec 2 - Dec 16 (2nd- 9 weeks)	Units 4-6	Comprehensive	Dec 16/17
Jan 6 - Jan 24 (3rd- 3 weeks)	Unit 7: Westward Expansion	8.6A, 8.6B, 8.6C	Jan 24
Jan 27 - Feb 13 (3rd- 6 weeks)	Unit 8: Industrialization and Reform	8.12B, 8.12C, 8.13B, 8.23A, 8.27B	Feb 13
Feb 18 - March 3 (3rd- 9 weeks)	Units 7-9	Comprehensive	March 3/4
March 23 - April 9 (4th- 3 weeks)	Units 1-10	Comprehensive CBA	April 9
April 14 - May 1 (4th- 6 weeks)	Units 1-10	STAAR Black Out	May 1
May 4 - May 28 (4th- 9 weeks)	Units 1-11	Comprehensive	May 28/29

# Social Studies Process Standards

(Blue—Tools to Know, Green—Ways to Show)

- (29) Social studies skills. 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 is expected to:
- (A) 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;
  - (B) 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;
  - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify bias and points of view created by the historical context surrounding an event;
  - (E) support a point of view on a social studies issue or event;
  - (F) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
  - (G) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States;
  - (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use effective written communication skills, including proper citations and avoiding plagiarism;
  - (C) create written oral, and visual presentations of social studies information
- (31) 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:
- (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

## July 2019

## August 2019

**Unit 01: Thinking Like a Historian (3 days)**

**Unit 02: Colonial America (16 days)**

**8.1A** identify the major eras in U.S. history through 1877, **including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and**

**8.2A** identify reasons for English, Spanish, and French exploration and colonization of North America;

September 2019 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3 8.4A&B	4 8.4A&B	5 8.4C;15C; 19A,20B; 21A, 22B; 23E; 26A;	6 2-Weeks Exam	7
8	9	10	11	12	13	14
15	16	17	18	19 Writing the Constitution 8.1A&B; 8.15B	20	21
22	23	24 9-Weeks Exam	25 10-Weeks Exam	26 8.17A	27	28
29	30 intersession					

October 2019 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 intersession	2 intersession	3 intersession	4 intersession	5
6	7 intersession	8 intersession	9 intersession	10 intersession	11 intersession	12
13	14 8.4D; 8.15A, C&D; 8.16A 8.17A; 8.19A, 19B; 19C, 8.21B; 8.25C	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30 11-Weeks Exam	31 Teacher PD		

**May 2020**

STAAR Blackout and Testing—Units 1-11

**June 2020**

MAY 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
3	4 State Testing Blackout	5 State Testing	6 State Testing	7 State Testing	8 State Testing	9
10 Mothers Day	11 State Testing	12 State Testing	13 State Testing	14 State Testing	15 State Testing	16
17	18 Rights & Responsibilities	19	20	21	22	23
24	25 Memorial Day	26	27	28 5-Weeks Exam	29 9-Weeks Exam	30
31	1	2	3	4	5	6

JUNE 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4 Last Day	5 Teacher PD	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Father's Day	22 State Testing	23 State Testing	24 State Testing	25 State Testing	26	27
28	29	30	1	2	3	4

## September 2019

### Unit 3: American Independence (14 days for the entire unit)

**8.4A** 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.

**8.15C** 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.

### Comprehensive 9 Weeks Exam—Units 1, 2 and 3 as well as TEK 8.15B

### Unit 04: Writing the Constitution (17 days for the entire unit)

**8.15B** summarize the strengths and weaknesses of the Articles of Confederation;

## October 2019

### Unit 04: Writing the Constitution (17 days for the entire unit)

**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;

**8.17A** analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Madison;

November 2019 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Teacher PD	2
3	4 Early Republic 8.1A, B&C	5 8.5B, C&E; 8.21A; 8.2 2A; 8.22B	6	7	8	9
10	11 Veterans Day	12 8.18A&B	13 8.18A&B	14 8.5A, D; 8.13A, 8.26B	15	16
17	18	19 Interim Assessment	20 Interim Assessment	21	22	23
24	25 T-Giving	26 T-Giving	27 T-Giving	28 T-Giving	29 T-Giving	30

December 2019 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Age of Jackson 8.1A&B, 8.5C	3 8.5B (Banking)	4 8.5F	5 8.5G; 8.18B	6 8.5G; 8.18B	7
8	9 State Testing 8.17B; 8.21A; 8.23C	10 State Testing	11 State Testing	12 State Testing	13 State Testing	14
15	16 9-Weeks Exam	17 9-Weeks Exam	18 Last Day	19 Break	20 Break	21
22	23 Break	24 Break	25 Break	26 Break	27 Break	28
29	30 Break	31 Break				

## March 2020

Comprehensive 9 Weeks Exam—Units 7 through 9

## April 2020

State Testing for other subject areas

MARCH 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 8.1A&B; 8.8B; 8.17B; 8.21A; 8.22A;	3 Spring CBA	4 Spring CBA	5 8.10A&C; 8.12C	6 8.10A&C; 8.12C	7
8	9 Intercession	10 Intercession	11 Intercession	12 Intercession	13 Intercession	14
15	16 Spring Brk	17 Spring Brk	18 Spring Brk	19 Spring Brk	20 Spring Brk	21
22	23 8.8A, C&D; 8.22A	24	25	26	27	28
29	30	31	1	2	3	4

APRIL 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 Reconstruction 8.1A	2 8.9A&B; 8.16B	3 8.9A&B; 8.16B	4
5	6 State Testing	7 State Testing	8 State Testing	9 CBA	10 Good Friday	11
12 Easter Sunday	13 Holiday	14	15	16	17	18
19	20	21	22	23 Blackout	24	25
26	27	28	29	30	1	2

## November 2019

Interim Assessment

## December 2019

Comprehensive 9 Weeks Exam—Units 4 through 6

JANUARY 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 New Year's Day	Break 2	Teacher PD 3	4
5	6 Westward Expansion 8.1A&B;	7 8.6A	8 8.6B	9 8.6B	10 8.6C	11
12	13 8.6C	14 8.10A,B&C;8.11A &B; 8.12A	15 8.10A,B&C;8.11A &B; 8.12A	16 8.23A,C,D,&E	17 8.23A,C,D,&E	18
19	20 M L King Day	21 Industrialization and Reform 8.1A,	22 8.11A&B;12.B&C;8. 13B;8.14A&B;8.23A &B;8.26B;8.27A,B,C ;8.28A&B	23	3-Weeks Exam 24	25
26	27	28	29	30	31	1

FEBRUARY 2020 – US History to 1877 – Clint ISD						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5 8.20B, 8.22B, 8.22E, 8.24A&B; 8.25B;8.26A	6	7	8
9	10 Continued	11 Sectionalism 8.1A	12 8.10A,B, 8.11A;8.12.A& C	13 8-Weeks Exam 13	14 Valentine's Day	15
16	17 Presidents' Day	18 8.7A	19 8.7A,B,C,D; 8.18C; 8.21A&C	20	21 PD Day	22
23	24	25	26	27 Civil War 8.1A&B; 8.8B; 8.17B; 8.21A; 8.22B;	28 8.1A&B; 8.8B; 8.17B; 8.21A; 8.22B;	29

## January 2020

### Unit 07: Westward Expansion (10 days for unit)

**8.6A** explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States

**8.6B** analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny

**8.6C** explain the causes and effects of the U.S.-Mexican War and their impact on the United States

## February 2020

### Unit 08: Industrialization and Reform (14 days for the unit)

**8.12B** explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery

**8.12C** analyze the causes and effects of economic differences among different regions of the United States at selected times

**8.13B** identify the economic factors that brought about rapid industrialization and urbanization

**8.23A** identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration

**8.27B** analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally