



Mesquite ISD Curriculum Sequence

High School Social Studies - World Geography

4th Six Weeks

Students will identify and describe the landforms, water systems, and climate regions of North Africa.

Students will describe the history and governments of North Africa. [Arab Spring]

Students will explain the economic activities of North Africa.

Students will analyze human impact in North Africa.

Students will describe the civilizations and religions in the Eastern Mediterranean.

Students will describe and analyze independence and conflicts in the Eastern Mediterranean.

Students will explain water systems in the Northeast.

Students will analyze oil in the Northeast.

Students will describe trade and interdependence in the region.

Students will analyze human impact in the Northeast [Caspian Sea].

Students will identify and describe landforms in the Arabian Peninsula.

Students will describe the history and government in the Arabian Peninsula.

Students will describe and analyze society and culture in the Arabian Peninsula and make comparisons to the United States.

Students will explain economic activities in the Arabian Peninsula.

Students will describe and analyze independence and conflict in Central Asia [Afghanistan].

Students will analyze human impact in Central Asia [Seas and Cold War Weapons].

5th Six Weeks

Students will identify and describe landforms in Africa South of the Sahara [Sahel].

Students will describe and evaluate colonization and independence in Africa South of the Sahara.

Students will analyze the conflict in Sudan.

Students will identify and describe landforms of East Africa [Rift Valley].

Students will describe the climate and biomes of East Africa.

Students will explain economic activities of East Asia.

Students will analyze human impact in East Asia.

Students will describe society and culture in West Africa.

Students will describe and examine slavery and European colonization in Central Africa.

Students will describe and evaluate the history and government of Southern Africa [Apartheid] and make comparisons to the United States.

Students will explain economic activities of Southern Africa.

Students will identify and describe landforms and water systems in India.

Students will describe climates and biomes in India. [Natural Disasters in India]

Students will describe and analyze population patterns in India.

Students will describe society and culture in India [Hinduism].

Students will explain economic activities in India [Green Revolution].

Students will describe society and culture in Pakistan and Bangladesh.

Students will describe and analyze family and the status of women in Pakistan and Bangladesh.

Students will examine managing resources in Pakistan and Bangladesh [Sustainable development].

Students will describe society and culture in Bhutan, Maldives, Nepal, & Sri Lanka.

6th Six Weeks

Students will describe the history and government of China and Mongolia.

Students will analyze human impact in China and Mongolia.

Students will identify and describe the landforms in Japan.

Students will describe and analyze population patterns in Japan.

Students will explain economic activities in Japan [trade].

Students will describe the history and governments of North Korea and South Korea.

Students will explain economic activities of North Korea and South Korea.

Students will identify and describe landforms of Southeast Asia.

Students will describe and analyze independence movements for change in Southeast Asia.

Students will identify and describe landforms and water systems in Australia and New Zealand.

Students will identify and describe the human characteristics of the region [Aborigine, Maori].

Students will describe resources in Australia and New Zealand [The Great Barrier Reef].

Students will analyze human impact in Australia and New Zealand.

Students will identify and describe landforms of Oceania.

Students will analyze human impact in Oceania.



Mesquite ISD Curriculum Sequence

High School Social Studies - World History

4th Six Weeks

- (7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
 - (B) explain the impact of the Columbian Exchange on the Americas and Europe;
 - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas
- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
 - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;
 - (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;
 - (C) identify the major characteristics and impact of European imperialism

5th Six Weeks

- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
 - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
 - (C) explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
 - (D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements.
- (12) History. The student understands the causes and impact of World War II. The student is expected to:

6th Six Weeks

- (13) History. The student understands the impact of major events associated with the Cold War and independence movements.
- (A) summarize how the outcome of World War II contributed to the development of the Cold War
 - (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race



Mesquite ISD Curriculum Sequence

High School Social Studies - US History

4th Six Weeks

Students will analyze major issues of World War II, including the Holocaust, internment of German, Italian, and Japanese Americans and Executive Order 9066, and the development of conventional and atomic weapons

The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States

The student will describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis

The student will explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to containment policy

The student understands the the impact of the American Civil Rights Movement

Students will describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965

The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States

The student understands the economic effects of World War II and the Cold War

5th Six Weeks

The student will describe responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement

The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990

The students will describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis

The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century

The student will describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).

The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990

The student will describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror

6th Six Weeks

The student understands the political, economic, and social consequences of events of the 19th, 20th, and 21st centuries.

The student can recognize the influence of the Supreme Court throughout American history.

The student recognizes how geography effects events throughout American history.

STAAR Review and STAAR Testing

Historical Research Project

Students select a topic in history and show how it relates to the changes that have occurred in America throughout the 20th century.



Mesquite ISD Curriculum Sequence

High School Social Studies - Economics

4th Six Weeks

The student understands the concepts of scarcity and opportunity costs (1)

The student understands the interaction of supply, demand, and price (2)

The student understands the reasons for international trade and its importance to the United States and global economy (3)

The student understands free enterprise, socialist, and communist economic systems (5)

The student understands the basic characteristics and benefits of a free enterprise system (6)

The student understands the circular-flow model of the economy (8)

The student understands types of market structures (9)

The student understands key economic measurements (10)

The student understands the role that the government plays in the free enterprise system (14)

5th Six Weeks

The student understands the interaction of supply, demand, and price (2)

The student understands free enterprise, socialist, and communist economic systems (5)

The student understands the basic characteristics and benefits of a free enterprise system (6)

The student understands the right to own, use, and dispose of private property (7)

The student understands types of market structures (9)

The student understands key economic measurements (10)

The student understands key components of economic growth (11)

The student understands the role that the government plays in the U.S. free enterprise system (14)

The student understands the economic impact of fiscal policy decisions at the local, state, and national levels (15)

The student applies critical thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology (22)

6th Six Weeks

The student understands the reasons for international trade and its importance to the United States and global economy (3)

The student understands the issues of free trade and the effects of trade barriers (4)

The student understands the economic impact of fiscal policy decisions at the local, state, and national levels (15)

The student understands the various methods available to pay for college and other postsecondary education and training (21)

The student understands the role of financial markets institutions in saving, borrowing, and capital formation (17)

The student understands the role of individuals in financial markets (18)

The student applies critical thinking skills to analyze the costs and benefits of personal financial decisions (19)

The student understands how to provide for basic needs while living within a budget (20)



Mesquite ISD Curriculum Sequence

High School Social Studies - Government

4th Six Weeks

- (1) The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents.
- (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.
- (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant.
- (8) Government. The student understands the structure and functions of the government created by the U.S. Constitution.
- (9) Government. The student understands the concept of federalism.
- (12) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems.
- (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

5th Six Weeks

- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.
- (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.
- (6) Economics. The student understands the relationship between U.S. government policies and the economy.
- (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant.
- (8) Government. The student understands the structure and functions of the government created by the U.S. Constitution.
- (13) Citizenship. The student understands rights guaranteed by the U.S. Constitution.
- 15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic.
- (20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
- (21) Social studies skills. The student communicates in written, oral, and visual forms.

6th Six Weeks

- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.
- (3) Geography. The student understands how geography can influence U.S. political divisions and policies.
- (4) Geography. The student understands why certain places or regions are important to the United States.
- (7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant.
- (8) Government. The student understands the structure and functions of the government created by the U.S. Constitution.
- (11) Government. The student understands the role of political parties in the U.S. system of government.
- (14) Citizenship. The student understands the difference between personal and civic responsibilities.
- (15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic.
- (16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic.
- (19) Science, technology, and society. The student understands the impact of advances in science and technology on government and society.