



Mesquite ISD Curriculum Sequence

High School Social Studies - World Geography

1st Six Weeks

Students will examine and use physical and political maps of different regions of the world.

Students will examine and use time zone and cartograms. Students will use and interpret world maps [physical, political, population density, economic activity, climate].

Students will explain how to determine the location of places. Students will examine geospatial technology.

Students will describe different types of regions.

Students will describe and explain internal and external forces on Earth.

Students will identify bodies of freshwater.

Students will explain climate and weather.

Students will describe factors that affect climate.

Students will explain climate change.

Students will define the elements of culture.

Students will explain cultural change.

Students will describe population growth.

Students will describe population distributions.

Students will examine types of government.

Students will examine and explain economic systems.

Students will describe economic development.

Students will explain world trade.

Students will examine the challenges of urban growth.

2nd Six Weeks

Students will identify and describe landforms and water systems in the United States.

Students will explain the history of the United States.

Students will identify and describe challenges in the United States.

Students will describe and compare the arts and American culture.

Students will describe the economy of the United States.

Students will examine issues in the United States.

Students will identify and describe the landforms in Canada and the St. Lawrence Seaway.

Students will explain the history of Canada and compare its history to the United States.

Students will describe the economic activities of Mexico.

Student will describe the history and governments of Central America and the Caribbean.

Students will identify and describe the landforms and water systems of South America [Amazon Basin, Amazon River].

Students will describe population patterns in South America.

Students will explain resources, human impact, and issues in South America.

3rd Six Weeks

Students will identify describe the landforms of Northern Europe.

Students describe the society of Northern Europe and make comparisons to the United States.

Students will identify and describe landforms and water systems in Northwestern Europe.

Students will describe the history and government in Northwestern Europe and make comparisons to the United States.

Students will explain the European Union.

Students will describe the early history of Southern Europe- Ancient Greece, Roman Republic.

Students will describe the society and culture of Southern Europe- The Arts.

Students will describe the history and government in Eastern Europe [Balkanization].

Students will describe the climate in the Russian Core.

Students will describe the history and government in the Russian Core.

Students will identify and explain economic activities in the region.

Students will analyze human impact in the region [nuclear technologies].



Mesquite ISD Curriculum Sequence

High School Social Studies - World History

1st Six Weeks

Students will analyze the influence of human and physical geographic factors on major events in world history including the river valley civilizations. (16B)

Students will identify the characteristics of a theocracy. (19B)

Students will identify important changes in human life caused by the Neolithic Revolution (17A)

Students will describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity. (3A)

Students will identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism. (19B)

Students will explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment (20A)

Students will describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism (23A)

2nd Six Weeks

Students will describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity. (3A)

Students will describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism (23A)

Students will explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment (20A)

Students will explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire. (4A)

Students will summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia. (4H)

Students will analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade (4J)

Students will summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world (4K)

3rd Six Weeks

Students will explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire (4A)

Students will explain the political, economic, and social impact of Islam on Europe, Asia, and Africa. (4D)

Students will explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of Medieval Europe. (4G)

Students will analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade. (4J)

Students will compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development. (6A)

Students will describe the historical origins, central ideas, and spread of major religions and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism. (23A)

Students will explain the political, intellectual, artistic, economic, and religious impact of the Renaissance (5A)



Mesquite ISD Curriculum Sequence

High School Social Studies - US History

1st Six Weeks

Students will analyze the causes and effects of changing demographic patterns resulting from western expansion.

Students will analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry, the rise of entrepreneurship, free enterprise, and the pros and cons of big business. (3B)

Students will analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and the philanthropy of industrialists. (3C)

Students will explain the effects of scientific discoveries and technological innovations such as electric power, the telephone, and steel production on the economic development of the United States. (27A)

Students will analyze the growth of political machines, civil service reform, and the beginnings of Populism. (3A)

Students will analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. (13B)

Students will analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and the philanthropy of industrialists. (3C)

2nd Six Weeks

Students will analyze causes and effects of immigration, Social Darwinism, eugenics, race relations and nativism. (6A)

Students will evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments. (5A)

Students will describe the changing relationship between federal government and private business including the costs and benefits of laissez faire, anti-trust acts, and the Interstate Commerce Act. (15B)

Students will analyze the effects of the Supreme Court case Plessy v. Ferguson. (21A)

Students will explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women in society. (26A)

Students will explain why the Spanish American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into a position of power. (4A)

Students will identify the causes of World War I and reasons for U.S. entry. (4C)

Students will analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's 14 Points, and the Treaty of Versailles. (4F)

Students will describe the economic effects of World War I. (15D)

3rd Six Weeks

Students will analyze causes and effects of social issues such as the Red Scare (6A)

Students will evaluate the impact of Progressive Era reforms including the passage of the 18th and 19th amendments (5A)

Students will analyze the causes and effects of the Great Migration. (13A)

Students will describe the positive and negative impacts of the Harlem Renaissance. (25B)

Students will understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing. (27C)

Students will identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve system. (16B)

Students will analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others. (16C)

Students will analyze the impact of physical and human geographic factors on the Dust Bowl. (12A)

Students will identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor (7A)



Mesquite ISD Curriculum Sequence

High School Social Studies - Economics

1st 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)

2nd 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)

3rd 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

1st 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.

2nd 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.

3rd 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.