

U.S. History Syllabus 2026-2027

Course Description

U.S. History is a comprehensive study of the political, economic, and social development of the United States from the late 19th century through modern America. Students will explore key events, individuals, movements, and ideas that shaped our nation. Emphasis is placed on historical analysis, document interpretation, and preparation for the **STAAR U.S. History EOC exam**.

Curriculum Overview

The following table outlines the units, instructional dates, and priority standards for the 2026-2027 school year based on the updated district scope and sequence. **Readiness TEKS (R)** are high-priority standards for mastery, while **Supporting TEKS (S)** provide essential foundational context.

Unit	Unit Name & Focus	Dates	Readiness TEKS	Supporting TEKS	District Assessments
Pre	Early America: Declaration of Independence, Constitution, Bill of Rights, & Values	Aug. 18 – Aug. 21	2(A), 19(B), 22(A), 25(A)	1(A), 1(C), 21(A), 21(B), 22(C), 22(D)	—
1	Gilded Age & The West: Industrialization, urbanization, immigration, & the frontier	Aug. 24 – Sept. 11	2(A), 3(A-C), 12(A), 13(A-B), 14(A), 15(B), 24(B), 26(A), 27(A)	3(A-B), 5(B), 12(A), 13(A), 15(A), 15(C), 23(A), 24(A-B), 25(B), 25(D), 26(A), 27(A)	—

2	Progressivism & Populism: Reform movements & progress toward equality	Sept. 14 – Sept. 29	2(A), 3(A), 5(A), 6(A), 9(A), 13(B), 15(B), 22(A), 25(A), 25(C)	1(A), 5(B-C), 14(B), 20(B), 22(A), 22(C), 25(A), 25(C-D)	LC #1 (Sept. 28–29)
3	Imperialism & WWI: U.S. as a world power & global conflict	Sept. 30 – Oct. 29	4(A), 4(C), 4(F), 12(A), 15(D), 18(B)	2(B), 4(B), 4(D-E), 15(C-D), 18(B), 21(B), 23(B), 26(B)	PSAT/NMSQT (Oct. 22); SAT (Oct. 27)
4	1920s & Great Depression: Economic boom/bust & The New Deal	Oct. 30 – Nov. 20	2(A), 5(A), 6(A), 12(A), 13(A), 14(A), 16(B-C), 18(A), 22(A), 24(B), 25(C), 27(A)	1(A), 2(B), 5(A), 6(A-B), 13(A), 15(C), 16(A), 18(C), 19(B), 20(B), 22(A), 23(A), 24(A-B), 25(C-D), 27(A)	LC #2 (Nov. 19–20)
5	World War II: Causes, home front mobilization, & the two-front war	Nov. 30 – Dec. 17	2(A), 7(A), 7(C-D), 13(B), 15(D), 17(A), 18(B), 22(A), 25(C)	2(B), 7(B-C), 7(E-G), 13(B), 15(D), 17(A), 18(B), 22(A), 23(B), 24(A), 25(C), 26(A-B)	—

6	Early Cold War & 1950s: Containment policy, prosperity, & postwar fears	Jan. 5 – Jan. 20	2(A), 8(A), 8(C), 13(A), 14(A), 17(B), 24(B)	1(C), 2(B), 8(A-B), 13(A), 14(A), 17(C), 24(A-C), 26(A-B)	Benchmark (Jan. 12)
7	Modern Civil Rights: Leaders, tactics, legislation, & court decisions	Jan. 21 – Feb. 1	9(A), 9(G), 9(I), 20(A), 22(A), 25(A), 25(C)	1(A-B), 2(B), 9(A-B), 9(G-H), 19(B), 20(B), 22(A-C), 23(A), 25(A), 25(C-D)	—
8	1960s & Vietnam: Domino Theory, war escalation, & societal response	Feb. 2 – Feb. 19	2(A), 8(A), 8(D), 8(F), 18(B), 20(A), 22(A)	1(A-B), 2(B), 8(A), 8(E-F), 18(B), 19(A), 20(B), 22(A-B), 23(B), 24(A-B)	LC #3 (Feb. 18–19)
9	1970s – End of Cold War: Conservative resurgence & foreign affairs	Feb. 22 – March 4	20(A)	2(B), 10(A-E), 11(B), 14(B), 17(D), 18(C-D), 23(A), 24(A), 24(C), 25(D), 26(C), 27(A-B)	—

10	Modern America: 9/11, globalization, & 21st century issues	March 15 – April 5	11(A), 12(A), 14(A), 18(B), 19(B), 25(C), 27(A)	1(B), 2(A-B), 11(A-D), 12(A), 13(A-B), 14(A), 17(E), 18(B-D), 19(B), 21(B), 22(C), 23(A), 24(C), 25(C-D), 26(A), 26(C), 27(A-B)	LC #4 (April 2–5)
Rev	STAAR Review: 10-Day STAAR Blitz	April 6 – April 19	Differentiated based on data	Differentiated based on data	STAAR EOC (April 20)
11	Celebrate Freedom: Year-end project & civic reflection	April 21 – May 20	20(A), 22(A), 25(A), 26(A), 28(B)	1(A-C), 21(A), 22(C-D), 23(A), 29(A), 30(A), 31(A)	—

***Note:** Specific TEKS designations refer to standard deconstructions found within the district scope document [130–135, 168–177].*

Skills & Standards

- **Analyze primary and secondary sources** such as maps, speeches, and artifacts to answer historical questions.
- Apply **absolute and relative chronology** to sequence major eras and identify cause-and-effect relationships.
- **Apply geographic tools** to analyze settlement patterns and the impact of physical factors on historical events.
- Explain the development of **government systems** and the influence of foundational documents.
- Evaluate the impact of **significant individuals, groups, and reform movements** on American identity and culture.
- Interpret historical context through **economic, political, and social lenses**.

- Formulate and communicate claims supported by **historical evidence** in multiple formats.
- Apply problem-solving and decision-making processes to address social and political issues.
- Engage in **civil discourse** about social studies topics involving multiple perspectives.

Grading

Please refer to the **Forney ISD Grading Guidelines** for detailed information regarding grading policies, late work, and reassessment opportunities