**STAAR®**

Alternate 2

State of Texas
Assessments of
Academic Readiness
—— Alternate 2 ——

TEKS Curriculum Framework for STAAR Alternate 2

# United States History

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (1) History.** The student understands the principles included in the Celebrate Freedom Week program. The student is expected to <br> (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; Supporting Standard <br> (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; Supporting Standard <br> (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust." Supporting Standard | Recognizes the importance of the Declaration of Independence and the U.S. Constitution. |

| US.1 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Historical Significance of Patriotic Celebrations and National Landmarks* <br> • explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2) <br> • describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day (1) <br> • identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day (K) <br> *Application of Critical Thinking Skills* <br> • 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 (7-8) <br> • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8) <br> • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) <br> • identify the historical context of an event (5) <br> *Continued* |

| US.1 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|------|------------------------------------------------------|
|  | • 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 (4–5)<br>• organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• apply the terms year, decade, and century to describe historical times (3)<br>• create and interpret timelines (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• create and interpret timelines for events in the past and present (2)<br>• apply vocabulary related to chronology, including past, present, and future (2)<br>• describe the order of events by using designations of time periods such as historical and present times (2)<br>• use social studies terminology correctly (1-8; US)<br>• use a calendar to describe and measure time in days, weeks, months, and years (1)<br>• use a simple timeline to distinguish among past, present, and future (1)<br>• sequence and categorize information (K–1)<br>• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)<br>• place events in chronological order (K) |

| **STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.** | |
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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (2) History.** The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to <br><br>(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; Readiness Standard <br><br>(B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (*Sputnik* launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). Supporting Standard | Recognizes important dates and time periods in U.S. history from 1877 to the present. |

| **US.2** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
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| | *Historical Significance of Patriotic Celebrations and National Landmarks* <br>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2) <br>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (1) <br>• identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day (K) <br>*Historical Points of Reference* <br>• identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7) <br>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop (7) |

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| US.2 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Application of Critical Thinking Skills* |

- 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 (7-8)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- apply the terms year, decade, and century to describe historical times (3)
- create and interpret timelines (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- create and interpret timelines for events in the past and present (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- describe the order of events by using designations of time periods such as historical and present times (2)
- use social studies terminology correctly (1-8; US)
- use a calendar to describe and measure time in days, weeks, months, and years (1)
- use a simple timeline to distinguish among past, present, and future (1)
- sequence and categorize information (K–1)
- use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)
- place events in chronological order (K)

**People, past and present skills**

- connect their life to events, time, and routines (Pre-K)

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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (3) History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to (A) analyze political issues such as Indian policies, the growth of political machines, civil service reform; Readiness Standard (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business; Readiness Standard (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization. Readiness Standard | Recognizes important political, economic, and social issues in the United States from 1877 to 1898. |

| US.3 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Individuals and Groups Shaping History* <br> • describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6) <br> • describe how individuals, events, and ideas have changed communities, past and present (3) <br> • describe how people and events have influenced local community history (2) <br><br> *Issues and Events Shaping History* <br> • explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4) <br><br> *Historical Points of Reference* <br> • identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7) <br><br> *Economic Influences* <br> • identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States (5) <br> • explain the effects of the railroad industry on life in Texas, including changes to cities and major industries (4) <br> • explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (4) |

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| US.3 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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*Social Influences*

- identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad (5)
- explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo (4)

*Application of Critical Thinking Skills*

- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify different points of view about an issue or current topic (6)
- identify the historical context of an event (5)
- 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 (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- apply the terms year, decade, and century to describe historical times (3)
- create and interpret timelines (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- describe the order of events by using designations of time periods such as historical and present times (2)
- create and interpret timelines for events in the past and present (2)
- use social studies terminology correctly (1-8; US)
- use a calendar to describe and measure time in days, weeks, months, and years (1)
- use a simple timeline to distinguish among past, present, and future (1)
- sequence and categorize information (K–1)

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| US.3 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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|      | • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) <br> • place events in chronological order (K) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (4) History.** The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to<br>(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, Stanford B. Doyle moved the United States into the position of a world power; Readiness Standard<br>(B) evaluate American expansionism, including acquisitions such a Guam, Hawaii, the Philippines, and Puerto Rico; Supporting Standard<br>(C) identify the causes of World War I and reasons for U.S. entry; Readiness Standard<br>(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest; Supporting Standard<br>(E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; Supporting Standard<br>(F) analyze major issues raised by U.S. involvement in World War I, including isolationism neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles. Readiness Standard | Recognizes important factors that contributed to the United States becoming a world power. |

| US.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Individuals and Groups Shaping History*<br> • describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br> • identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br> • describe how individuals, events, and ideas have changed communities, past and present (3)<br> • describe how people and events have influenced local community history (2) |

| US.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | • identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)<br><br>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)<br><br>• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)<br><br>*Issues and Events Shaping History*<br><br>• analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)<br><br>*Application of Critical Thinking Skills*<br><br>• 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 (7-8)<br><br>• organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)<br><br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br><br>• identify the historical context of an event (5)<br><br>• 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 (4–5)<br><br>• organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)<br><br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br><br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br><br>• apply the terms year, decade, and century to describe historical times (3)<br><br>• create and interpret timelines (3)<br><br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br><br>• create and interpret timelines for events in the past and present (2)<br><br>• apply vocabulary related to chronology, including past, present, and future (2) |

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| US.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|------|------------------------------------------------------|
|      | • describe the order of events by using designations of time periods such as historical and present times (2) <br> • use social studies terminology correctly (1-8; US) <br> • use a calendar to describe and measure time in days, weeks, months, and years (1) <br> • use a simple timeline to distinguish among past, present, and future (1) <br> • sequence and categorize information (K–1) <br> • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) <br> • place events in chronological order (K) |

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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (5) History.** The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to<br>(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments; Readiness Standard<br>(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W.E.B. DuBois, on American society; Supporting Standard<br>(C) analyze the impact of third parties, including the Populist and Progressive parties. Supporting Standard | Recognizes the impact of reform and third-party movements in the United States. |

| US.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Individuals and Groups Shaping History*<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• describe how people and events have influenced local community history (2)<br>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)<br>• compare the lives of historical figures who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K) |

| US.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| | *Issues and Events Shaping History* <br> • describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7) <br> • explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5) <br> *Application of Critical Thinking Skills* <br> • 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 (7-8) <br> • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) <br> • identify different points of view about an issue or current topic (6) <br> • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) <br> • identify the historical context of an event (5) <br> • identify different points of view about an issue, topic, historical event, or current event (4-5) <br> • 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 (4–5) <br> • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) <br> • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) <br> • sequence and categorize information (K–1) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (6) History.** The student understands significant, events, social issues, and individuals of the 1920s. The student is expected to<br>(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; Readiness Standard<br>(B) analyze the impact of significant individuals such as Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. Supporting Standard | Recognizes important events, issues and people related to the 1920s. |

| US.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Individuals and Groups Shaping History*<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• describe how people and events have influenced local community history (2)<br>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)<br>• compare the lives of historical figures who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K) |

| US.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Issues and Events Shaping History*<br>• analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)<br>• describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7)<br>• explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)<br>• explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4) |

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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (7) History.** The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to<br><br>(A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor; Readiness Standard<br><br>(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies; Supporting Standard<br><br>(C) analyze major issues of World War II, including the Holocaust; the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons; Readiness Standard<br><br>(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Battan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps; Readiness Standard<br><br>(E) describe military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz; Supporting Standard<br><br>(F) explain issues affecting the home front including volunteerism; the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; Supporting Standard;<br><br>(G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers. Supporting Standard | Recognizes the impact of U.S. participation in World War II. |

| US.7 | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | *Individuals and Groups Shaping History*<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• describe how people and events have influenced local community history (2)<br>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)<br>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)<br><br>*Issues and Events Shaping History*<br>• analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)<br>• explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)<br>• explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4)<br><br>*Historical Points of Reference*<br>• identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7)<br><br>*Continued* |

| US.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|------|------------------------------------------------------|
| | *Application of Critical Thinking Skills*<br>• 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 (7-8)<br>• organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• identify the historical context of an event (5)<br>• 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 (4–5)<br>• organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (8) History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to<br>(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis; Readiness Standard<br>(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race; Supporting Standard<br>(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; Readiness Standard<br>(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; Readiness Standard<br>(E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; Supporting Standard<br>(F) describe the 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. Readiness Standard | Recognizes the impact of national and international decisions and conflicts during the Cold War on the United States. |

| US.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Individuals and Groups Shaping History*<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br><div align="right">*Continued*</div> |

| US.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)

*Issues and Events Shaping History*

- analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)
- explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)

*Application of Critical Thinking Skills*

- 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 (7-8)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- apply the terms year, decade, and century to describe historical times (3)
- create and interpret timelines (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- describe the order of events by using designations of time periods such as historical and present times (2)
- use social studies terminology correctly (1–8; US)

*Continued*

| US.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • use a calendar to describe and measure time in days, weeks, months, and years (1) <br> • use a simple timeline to distinguish among past, present, and future (1) <br> • sequence and categorize information (K–1) <br> • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) <br> • place events in chronological order (K) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations** |
| **United States History (9) History.** The student understands the impact of the American civil rights movement. The student is expected to<br>(A) trace the historical development of the civil rights movement from the late 1800s through the 21st century including the 13th, 14th, 15th, and 19th amendments; Readiness Standard<br>(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting; Readiness Standard<br>(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights; Supporting Standard<br>(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan; Supporting Standard<br>(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.; Supporting Standard<br>(F) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement; Supporting Standard<br>(G) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; Readiness Standard<br>(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo; Supporting Standard<br><br>*(Continued on next page)* | Recognizes the impact of the American civil rights movement. |

*Continued*

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| (*Continued*)<br><br>**United States History (9) History.** The student understands the impact of the American civil rights movement. The student is expected to<br>(I)  evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; Readiness Standard<br>(J)  describe how *Sweatt* v *Painter* and *Brown* v. *Board of Education* played a role in protecting the rights of the minority during the civil rights movement. Supporting Standard | |

| US.9 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Individuals and Groups Shaping History*<br>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White (7)<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• describe how people and events have influenced local community history (2)<br>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)<br>• compare the lives of historical figures who have influenced the state and nation (1)<br><br>*Continued* |

| US.9 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|------|------------------------------------------------------|
| | • identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)<br>• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)<br>*Issues and Events Shaping History*<br>• describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7)<br>• explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)<br>• explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4)<br>*Historical Points of Reference*<br>• identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
| --- | --- |
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (10) History.** The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to<br>(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente; Supporting Standard<br>(B) describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength; Supporting Standard<br>(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair; Readiness Standard<br>(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; Supporting Standard<br>(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. Supporting Standard | Recognizes the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. |

| US.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | *Individuals and Groups Shaping History*<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3) |

*Continued*

| US.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • describe how people and events have influenced local community history (2) |

- describe how people and events have influenced local community history (2)
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)
- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)

*Issues and Events Shaping History*
- analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)
- describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7)
- explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)
- explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins (4)
- explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4)

*Application of Critical Thinking Skills*
- 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 (7-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)

| US.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
| --- | --- |
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (11) History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to<br>(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror; Readiness Standard<br>(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum; Supporting Standard<br>(C) analyze the impact of third parties on the 1992 and 2000 presidential elections; Supporting Standard<br>(D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. Supporting Standard | Recognizes the political, economic, and social issues of the United States from the 1990s into the 21st century. |

| US.11 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | *Individuals and Groups Shaping History*<br>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White (7)<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)<br>• identify and describe the historical influence of individuals or groups on various contemporary societies (6)<br>• identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics (5)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• describe how people and events have influenced local community history (2) |

*Continued*

| US.11 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Issues and Events Shaping History*<br>• analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7)<br>• describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7)<br>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election (5)<br>• explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)<br>*Application of Critical Thinking Skills*<br>• 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 (7-8)<br>• identify bias and points of view from the historical context surrounding an event that influenced the participants (7)<br>• identify different points of view about an issue or current topic (6)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• identify the historical context of an event (5)<br>• 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 (4–5)<br>• identify different points of view about an issue, topic, historical event, or current event (4-5)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

| STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (12) Geography.** The student understands the impact of geographic factors on major events. The student is expected to<br><br>(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina. Readiness Standard | Recognizes the impact of geographic factors on major events. |

| US.12 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Relationship between People and Physical Environment*<br>• describe the positive and negative consequences of human modification of the physical environment of the United States (8)<br>• analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States (8)<br>• explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas (7)<br>• identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)<br>• identify and analyze ways people have adapted to the physical environment in various places and regions (6)<br>• describe ways people have been impacted by physical processes such as earthquakes and climate (6)<br>• analyze the positive and negative consequences of human modification of the environment in the United States (5)<br>• describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs (5)<br>• compare the positive and negative consequences of human modification of the environment in Texas, past and present (4)<br>• explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4)<br>• describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (4)<br>• describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)<br><div align="right">*Continued*</div> |

| **US.12** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|

- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)
- identify consequences of human modification of the physical environment (2)

*Geographic Influence on History*
- explain the geographic factors responsible for the location of economic activities in places and regions (6)

*Population and Settlement Patterns*
- analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5)
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5)
- explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present (4)

*Characteristics of Places and Regions*
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7)
- describe regions in the United States based on physical characteristics such as landform, climate, and vegetation (5)
- describe political and economic regions in the United States that result from patterns of human activity (5)
- identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities (1)
- identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities (K)

*Application of Critical Thinking Skills*
- pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts (8)
- 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 (7-8)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- 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 (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)

| US.12 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

| STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (13) Geography.** The student understands the causes and effects of migration and immigration on American society. The student is expected to<br>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; Readiness Standard<br>(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States. Readiness Standard | Recognizes the causes and effects of migration and immigration on American society. |

| US.13 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Relationship between People and Physical Environment*<br>• describe the positive and negative consequences of human modification of the physical environment of the United States (8)<br>• analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States (8)<br>• explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas (7)<br>• identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)<br>• identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure (6)<br>• identify and analyze ways people have adapted to the physical environment in various places and regions (6)<br>• describe ways people have been impacted by physical processes such as earthquakes and climate (6)<br>• analyze the positive and negative consequences of human modification of the environment in the United States (5)<br>• compare the positive and negative consequences of human modification of the environment in Texas, past and present (4)<br>• explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4) |

*Continued*

| US.13 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (4)
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)
- identify consequences of human modification of the physical environment (2)
- identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)

*Geographic Influence on History*

- explain the geographic factors responsible for the location of economic activities in places and regions (6)

*Population and Settlement Patterns*

- describe how immigration and migration to Texas have influenced Texas (7)
- identify why immigrant groups came to Texas and where they settled (7)
- analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5)
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5)
- explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present (4)
- identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods (4)

*Characteristics of Places and Regions*

- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7)

*Application of Critical Thinking Skills*

- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)

| US.13 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • 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 (4–5) <br> • identify different points of view about an issue, topic, historical event, or current event (4-5) <br> • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) <br> • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) <br> • sequence and categorize information (K–1) |

| STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history. | |
| --- | --- |
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (14) Geography.** The student understands the relationship between population growth and the physical environment. The student is expected to<br>(A) identify the effects of population growth and distribution on the physical environment; Readiness Standard<br>(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act. Supporting Standard | Recognizes the effects of population growth on the physical environment. |

| US.14 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | *Relationship between People and Physical Environment*<br>• identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)<br>• identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure (6)<br>• identify and analyze ways people have adapted to the physical environment in various places and regions (6)<br>• analyze the positive and negative consequences of human modification of the environment in the United States (5)<br>• describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs (5)<br>• compare the positive and negative consequences of human modification of the environment in Texas, past and present (4)<br>• explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4)<br>• describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (4)<br>• describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)<br>• identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3) |

*Continued*

| US.14 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- identify ways people can conserve and replenish Earth's resources (2)
- identify consequences of human modification of the physical environment (2)
- identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)

*Population and Settlement Patterns*

- analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation (7)
- describe how immigration and migration to Texas have influenced Texas (7)
- analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5)
- identify and describe the patterns of settlement such as rural, urban, and suburban (5)

*Application of Critical Thinking Skills*

- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

| STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (24) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to<br><br>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; Supporting Standard<br>(B) describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; Readiness Standard<br>(C) identify and analyze the global diffusion of American culture through various media. Supporting Standard | Recognizes the relationship between the arts and the times during which they were created. |

| US.24 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Impact of Diversity*
- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote (7)
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts (7)
- explain the way folktales and legends reflect beliefs, language, and traditions of communities (1)
- identify similarities and differences among people such as kinship, laws, and religion (K)

*Cultural Diffusion*
- identify the impact of cultural diffusion on individuals and world societies (6)
- analyze the impact of improved communication technology among cultures (6)
- identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development (6)
- identify and describe means of cultural diffusion such as trade, travel, and war (6)

*Continued*

| US.24 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Individuals and Groups Who Have Affected Culture*<br>• identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities (3)<br>*The Arts in Society*<br>• identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time (6)<br>• describe ways in which contemporary issues influence creative expressions (6)<br>• explain the relationships that exist between societies and their architecture, art, music, and literature (6)<br>• explain how examples of art, music, and literature reflect the times during which they were created (5)<br>• identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride" (5)<br>*Application of Critical Thinking Skills*<br>• 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 (7-8)<br>• identify bias and points of view from the historical context surrounding an event that influenced the participants (7)<br>• identify different points of view about an issue or current topic (6)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• identify the historical context of an event (5)<br>• 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 (4–5)<br>• identify different points of view about an issue, topic, historical event, or current event (4-5)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

**STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.**

| TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations |
|---|---|
| **United States History (25) Culture.** The student understands how people from various groups contribute to our national identity. The student is expected to<br>(A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society; Readiness Standard<br>(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture; Supporting Standard<br>(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; Readiness Standard<br>(D) identify the contributions of women, such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society. Supporting Standard | Recognizes how diverse groups of people contribute to American identity. |

| US.25 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Impact of Diversity*
- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote (7)
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture (7)
- identify and explain examples of conflict and cooperation between and among cultures (6)
- analyze the experiences and contributions of diverse groups to multicultural societies (6)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (5)
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)

| US.25 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|-------|------------------------------------------------------|

*Cultural Diffusion*
- identify ways conflicts between people from various racial, ethnic, and religious groups were addressed (8)
- analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (8)

*Cultural Effects on Institutions*
- analyze the efforts and activities institutions use to sustain themselves over time (6)

*Individuals and Groups Who Have Affected Culture*
- describe and evaluate the historical development of the abolitionist movement (8)

*Application of Critical Thinking Skills*
- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

| STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (18) Government.** The student understands changes over time in the role of government. The student is expected to<br>(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government; Readiness Standard<br>(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001; Readiness Standard<br>(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; Supporting Standard<br>(D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, the USA PATRIOT Act 2001, and the American Recovery and Reinvestment Act of 2009. Supporting Standard | Recognizes the impact of changes over time in the role of government. |

| **US.18** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | *Structure and Functions of Government*<br>• describe the structure and functions of government at municipal, county, and state levels (7)<br>• identify services commonly provided by local, state, and national governments (3)<br>• compare the roles of public officials, including mayor, governor, and president (2)<br>• identify functions of governments such as establishing order, providing security, and managing conflict (2)<br>• identify and describe the roles of public officials in the community, state, and nation (1)<br>• identify the responsibilities of authority figures in the home, school, and community (1)<br>• explain how authority figures enforce rules (K) |

*Continued*

| US.18 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Political and Legal Systems*
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)
- identify and explain the basic functions of the three branches of government (5)

*Application of Critical Thinking Skills*
- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- apply the terms year, decade, and century to describe historical times (3)
- create and interpret timelines (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- create and interpret timelines for events in the past and present (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- describe the order of events by using designations of time periods such as historical and present times (2)
- use social studies terminology correctly (1–8; US)
- use a calendar to describe and measure time in days, weeks, months, and years (1)
- use a simple timeline to distinguish among past, present, and future (1)
- sequence and categorize information (K–1)

*Continued*

| US.18 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
|  | • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)<br>• place events in chronological order (K) |

| STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (19) Government.** The student understands the changing relationships among the three branches of the federal government. The student is expected to<br>(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; Supporting Standard<br>(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000. Readiness Standard | Recognizes the changing relationships among the legislative, executive, and judicial branches of the federal government. |

| US.19 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Structure and Functions of Government*
- compare the roles of public officials, including mayor, governor, and president (2)
- identify and describe the roles of public officials in the community, state, and nation (1)

*Political and Legal Systems*
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (5)
- identify and explain the basic functions of the three branches of government (5)

*Historical Documents*
- identify the origin of judicial review (8)
- evaluate the impact of landmark Supreme Court decision *Dred Scott* v. *Sandford* on life in the United States (8)
- summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury* v. *Madison*, *McCulloch* v. *Maryland*, and *Gibbons* v. *Ogden* (8)
- 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)

*Continued*

| US.19 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Application of Critical Thinking Skills*<br><br>• 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 (7-8)<br>• identify bias and points of view from the historical context surrounding an event that influenced the participants (7)<br>• identify different points of view about an issue or current topic (6)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• identify the historical context of an event (5)<br>• 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 (4–5)<br>• identify different points of view about an issue, topic, historical event, or current event (4-5)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1)<br><br>**Relationships with Others**<br><br>• assume various roles and responsibilities as part of a classroom community (Pre-K) |

| STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history. | |
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| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (20) Government.** The student understands the impact of constitutional issues on American society. The student is expected to<br>(A) analyze the effects of landmark U.S. Supreme court decisions, including *Plessy* v. *Ferguson*, *Brown* v. *Board of Education*, *Hernandez* v. *Texas*, *Tinker* v. *Des Moines*, *Wisconsin* v. *Yoder*; Readiness Standard<br>(B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present. Supporting Standard | Recognizes the impact of constitutional issues on American society. |

| US.20 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Historical Documents*<br>• describe the impact of the 13th, 14th, and 15th amendments (8)<br>• summarize the purposes for amending the U.S. Constitution (8)<br>• explain the reasons for the creation of the Bill of Rights and its importance (5)<br>• identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)<br>*Application of Critical Thinking Skills*<br>• 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 (7-8)<br>• identify bias and points of view from the historical context surrounding an event that influenced the participants (7)<br>• identify different points of view about an issue or current topic (6)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• identify the historical context of an event (5)<br>• 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 (4–5) |

*Continued*

| US.20 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • identify different points of view about an issue, topic, historical event, or current event (4-5)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

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|---|---|
| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.** | |
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (21) Citizenship.** The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to <br><br>(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire. Supporting Standard | Recognizes the concept of American exceptionalism as identified by Alexis de Tocqueville. |

| **US.21** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|

*Symbols, Customs, and Celebrations Contributing to National Identity*
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag (5)
- recite and explain the meaning of the Pledge to the Texas Flag (4)
- identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom (2)
- explain how patriotic customs and celebrations reflect American individualism and freedom (1)
- explain and practice voting as a way of making choices and decisions (1)
- recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (1)
- explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo (1)

*Roles, Responsibilities and Rights of Citizens*
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries (8)
- define and give examples of unalienable rights (8)
- describe the importance of free speech and press in a democratic society (7)
- explain civic responsibilities of Texas citizens and the importance of civic participation (7)
- identify and explain the duty of civic participation in societies with representative governments (6)
- describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States (6)
- explain the duty of the individual in state and local elections such as being informed and voting (4)
- identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting (3)

*Continued*

| **US.21** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | • identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in<br>• daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1-3)<br><br>*Concepts of Human Rights*<br>• describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney (5) |

**STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.**

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
|---|---|
| **United States History (22) Citizenship.** The student understands the promises of the Declaration of Independence and the protections of the U. S. Constitution and the Bill of Rights. The student is expected to<br>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non- violent protesting, litigation, and amendments to the U.S. Constitution; Readiness Standard<br>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924. Supporting Standard<br>(C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; Supporting Standard<br>(D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States. Supporting Standard | Recognizes efforts to expand the democratic process in the United States and understands the promises of the Declaration of Independence and protections of the U.S. Constitution, and the Bill of Rights. |

| US.22 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Symbols, Customs, and Celebrations Contributing to National Identity*
- explain and practice voting as a way of making choices and decisions (1)
- use voting as a method for group decision making (K)

*Roles, Responsibilities and Rights of Citizens*
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries (8)
- explain civic responsibilities of Texas citizens and the importance of civic participation (7)
- explain relationships among rights, responsibilities, and duties in societies with representative governments (6)
- identify and explain the duty of civic participation in societies with representative governments (6)
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies (6)

*Continued*

| US.22 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States (6)
- explain the duty of the individual in state and local elections such as being informed and voting (4)
- identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting (3)

*Civic Participation*

- explain why individuals have a duty to participate in civic affairs at the local, state, and national levels (5)

*Concepts of Human Rights*

- describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney (5)

*Application of Critical Thinking Skills*

- 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 (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- 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 (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

**Citizenship skills**

- engage in voting as a method for group decision-making (Pre-K)

| STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history. | |
| --- | --- |
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (23) Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to<br>(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; Supporting Standard<br>(B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez. Supporting Standard | Recognizes the importance of effective leadership in the United States. |

| US.23 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | *Roles, Responsibilities and Rights of Citizens*<br>• identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals (4)<br>• identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)<br>• identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship (3)<br>• identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2)<br>• identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt (1)<br>*Leadership*<br>• analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln (8)<br><div align="right">*Continued*</div> |

| US.23 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|-------|------------------------------------------------------|
| | <ul><li>identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr (7)</li><li>identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States (7)</li><li>identify leadership qualities of national leaders, past and present (5)</li><li>identify leadership qualities of state and local leaders, past and present (4)</li></ul>*Application of Critical Thinking Skills*<ul><li>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 (7-8)</li><li>analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)</li><li>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 (4–5)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)</li><li>sequence and categorize information (K–1)</li></ul> |

**STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.**

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
|---|---|
| **United States History (15) Economics.** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to<br>(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century; Supporting Standard<br>(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act; Readiness Standard<br>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; Supporting Standard<br>(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. Readiness Standard | Recognizes issues related to U.S economic growth from the 1870s to 1920. |

| US.15 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Evolution of Economic Systems Based on Human Need*
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (6)
- compare ways in which various societies organize the production and distribution of goods and services (6)
- explain how the cost of production and selling price affect profits (3)
- explain how supply and demand affect the price of a good or service (3)
- explain the choices people can make about earning, spending, and saving money (2)
- identify the role of markets in the exchange of goods and services (1)
- identify ways people exchange goods and services (1)
- explain how basic human needs and wants can be met (K)

| US.15 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Factors Influencing Economies*
- explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6)

*Development and Operation of Economic Systems*
- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- describe how the free enterprise system works in the United States (5)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- identify examples of the benefits of the free enterprise system such as choice and opportunity (4)
- describe how the free enterprise system works, including supply and demand (4)
- describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom (4)

*Global Trade and Economic Interdependence*
- explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas (7)
- explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas (7)

*Application of Critical Thinking Skills*
- 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 (7-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- 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 (4–5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

| STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history. | |
| --- | --- |
| **TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/<br>STAAR-Tested Student Expectations** |
| **United States History (16) Economics.** The student understands significant economic developments between World War I and World War II. The student is expected to<br>    (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies; Supporting Standard<br>    (B) 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; Readiness Standard<br>    (C) 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 Mexican heritage; Readiness Standard<br>    (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; Supporting Standard<br>    (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens. Supporting Standard | Recognizes important economic developments between World War I and World War II. |

| **US.16** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
| --- | --- |

*Evolution of Economic Systems Based on Human Need*
- explain how the cost of production and selling price affect profits (3)
- explain how supply and demand affect the price of a good or service (3)
- define and identify examples of scarcity (3)
- identify the role of markets in the exchange of goods and services (1)

*Continued*

| **US.16** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|

- explain how basic human needs and wants can be met (K)

*Factors Influencing Economies*
- identify problems that may arise when one or more of the factors of production is in relatively short supply (6)
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (6)
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)

*Development and Operation of Economic Systems*
- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)
- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- describe how the free enterprise system works in the United States (5)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- describe how the free enterprise system works, including supply and demand (4)

*Application of Critical Thinking Skills*
- 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 (7-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- 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 (4–5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

| STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **United States History (17) Economics.** The student understands the economic effects of government policies from World War II through the present. The student is expected to<br>(A) describe the economic effects of World War II on the home front, such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment; Readiness Standard<br>(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; Readiness Standard<br>(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; Supporting Standard<br>(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX; Supporting Standard<br>(E) 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). Readiness Standard | Recognizes the economic effects of government policies from World War II through the present. |

| US.17 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Evolution of Economic Systems Based on Human Need*<br>• identify ways in which people are both producers and consumers (2)<br>• distinguish between producing and consuming (2) |

*Continued*

| **US.17** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|

- identify the role of markets in the exchange of goods and services (1)
- identify ways people exchange goods and services (1)
- explain how basic human needs and wants can be met (K)

*Factors Influencing Economies*

- explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6)

*Development and Operation of Economic Systems*

- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)
- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- describe how the free enterprise system works in the United States (5)
- identify examples of the benefits of the free enterprise system such as choice and opportunity (4)
- describe how the free enterprise system works, including supply and demand (4)
- describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom (4)

*Application of Critical Thinking Skills*

- 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 (7-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- 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 (4–5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K–1)

*Continued*

| US.17 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | **Economic Skills**<br>   • demonstrate an understanding of what it means to be a consumer (Pre-K) |

**STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.**

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
|---|---|
| **United States History (26) Science, technology, and society.** The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to<br>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; Readiness Standard<br>(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; Supporting Standard<br>(C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics. Supporting Standard | Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development. |

| US.26 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Impact of Science and Technology on Society*
- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (7)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land (7)
- analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries (7)
- make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations (6)
- explain how resources, economic factors, and political decisions affect the use of technology (6)
- identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)

| US.26 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program (5)<br>• describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)<br>• describe how science and technology have affected communication, transportation, and recreation (2)<br>• describe how technology has affected communication, transportation, and recreation (1)<br>• describe how technology helps accomplish specific tasks and meet people's needs (K)<br><br>*Application of Critical Thinking Skills*<br>• 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 (7-8)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• 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 (4–5)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |

**STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.**

| TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations | Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations |
|---|---|
| **United States History (27) Science, technology, and society.** The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to <br><br>(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system, improve the standard of living in the United States including changes in transportation and communication; Readiness Standard <br>(B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. Supporting Standard | Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living. |

| US.27 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

*Impact of Science and Technology on Society*
- identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)
- explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States (5)
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)
- describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3)
- explain how science and technology have affected the ways in which people meet basic need (2)
- describe how science and technology have affected communication, transportation, and recreation (2)
- describe how technology has affected communication, transportation, and recreation (1)
- describe how technology has affected the ways families live (1)
- describe how his or her life might be different without modern technology (K)

*Continued*

| US.27 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | <ul><li>describe how technology helps accomplish specific tasks and meet people's needs (K)</li><li>identify examples of technology used in the home and school (K)</li></ul>*Application of Critical Thinking Skills*<ul><li>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 (7-8)</li><li>analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)</li><li>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 (4–5)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)</li><li>sequence and categorize information (K–1)</li></ul> |

| Standards for social studies skills can be incorporated in reporting categories 1–4 |
|---|
| **TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations** |
| **United States History (28) Social Studies Skills.** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to<br>(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;<br>(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;<br>(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context. |

| US.28 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Application of Critical Thinking Skills*<br>• pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts (8)<br>• create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States (8)<br>• evaluate the validity of a source based on corroboration with other sources and information about the author (8)<br>• 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 (7-8)<br>• 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 (7-8)<br>• evaluate the validity of a source based on corroboration with other sources and information about the author (7)<br>• identify bias and points of view from the historical context surrounding an event that influenced the participants (7)<br>• organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)<br>• identify different points of view about an issue or current topic (6)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures (6)<br>• identify the historical context of an event (5)<br><br>*Continued* |

| US.28 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | <ul><li>differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (5)</li><li>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 (4–5)</li><li>organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)</li><li>identify different points of view about an issue, topic, historical event, or current event (4-5)</li><li>differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas (4)</li><li>interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)</li><li>interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)</li><li>sequence and categorize information (K–1)</li></ul>**Technology and devices skills**<ul><li>use technology to access appropriate information (Pre-K)</li><li>use, operate, and name a variety of digital tools (Pre-K)</li><li>open and navigate through digital learning applications and programs (Pre-K)</li></ul> |

| Standards for social studies skills can be incorporated in reporting categories 1–4 |
|---|
| **TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations** |
| **United States History (29) Social Studies Skills.** The student communicates in written, oral, and visual forms. The student is expected to<br>    (B) use social studies terminology correctly. |

| US.29 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | *Application of Critical Thinking Skills*<br>• apply the terms year, decade, and century to describe historical times (3)<br>• create and interpret timelines (3)<br>• create and interpret timelines for events in the past and present (2)<br>• apply vocabulary related to chronology, including past, present, and future (2)<br>• describe the order of events by using designations of time periods such as historical and present times (2)<br>• use social studies terminology correctly (1–8; US)<br>• use a calendar to describe and measure time in days, weeks, months, and years (1)<br>• use a simple timeline to distinguish among past, present, and future (1)<br>• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)<br>• place events in chronological order (K) |

| Standards for social studies skills can be incorporated in reporting categories 1–4 |
|---|
| **TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations** |
| **United States History (30) Social Studies Skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to<br>    (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases. |

| US.30 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
|  | *Application of Critical Thinking Skills*<br>• pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts (8)<br>• 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 (7-8)<br>• organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8)<br>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)<br>• 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 (4–5)<br>• organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• sequence and categorize information (K–1) |