TEKS Vertical Alignment for STAAR Alternate

Social Studies

Pre-kindergarten through End-of-Course

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History. The student understands that holidays are celebrations of special events (K.1). The student understands the origins of customs, holidays, and celebrations (1.1). The student understands the historical significance of landmarks and celebrations in the community, state, and nation (2.1). The student is expected to

Historical Significance of Patriotic Celebrations and National Landmarks

- explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day (K)
- identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day (K)
- 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)
- compare the observance of holidays and celebrations, past and present (1)
- explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)
- identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2)

History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation (K.2; 1.2; 2.4). The student understands how individuals, events, and ideas have influenced the history of various communities (3.1). The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration (4.1). The student understands important issues, events, and individuals of the 20th century in Texas (4.5). The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries (5.5). The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies (6.2). The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas (7.2). The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood (7.4). The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century (7.6). The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries (7.7). The student understands the effects of reform and third party movements in the early 20th century (US5). The student understands significant events, social issues, and individuals of the 1920s (US6). The student understands the impact of the American civil rights movement (US9). The student is expected to

Individuals and Groups Shaping History

- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation (K)
- identify contributions of patriots and good citizens who have shaped the community (K)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (1)
- identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness (1)
- compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation (1)

- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation (2)
- identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness (2)
- explain how people and events have influenced local community history (2)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)
- describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities (3)
- explain the possible origins of American Indian groups in Texas and North America (4)
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano (4)
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo (4)
- compare the ways of life of American Indian groups in Texas and North America before European exploration (4)
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals (4)
- identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics (5)
- identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution (6)
- evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern (7)
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain (7)
- identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas (7)
- identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups (7)
- 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, including 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)
- evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society (US)

- analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh (US)
- describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements (US)
- identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan (US)
- describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo (US)

Issues and Events Shaping History

- identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II (4)
- explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins (4)
- analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions (5)
- analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election (5)
- identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo (7)
- identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery (7)
- contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas (7)
- analyze the causes of and events leading to Texas annexation (7)
- identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850 (7)
- identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker (7)
- identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life (7)
- identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg (7)
- explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier (7)
- explain the political, economic, and social impact of the oil industry on the industrialization of Texas (7)
- define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology (7)

- describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century (7)
- analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas (7)
- analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration (7)
- evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments (US)
- evaluate the impact of third parties, including the Populist and Progressive parties (US)
- analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women (US)
- trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments (US)
- compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr. (US)
- 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 (US)
- describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965 (US)
- evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process (US)
- describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement (US)

People, past and present skills. The student begins to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity (Pre-K.VII.A).

History. The student understands the concept of chronology (K.3). The student understands the concepts of time and chronology (1.3; 2.2; 3.3). The student understands how various sources provide information about the past and present (2.3). The student understands that historical events influence contemporary events (6.1). The student understands traditional historical points of reference in Texas history (7.1). The student understands traditional historical points of reference in U.S. history through 1877 (8.1). The student understands traditional historical points of reference in world history (WH1). The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present (WG1). The student understands traditional historical points of reference in U.S. history from 1877 to the present (US2). The student is expected to

Concepts of Time and Chronology

- organize their life around events, time, and routines (Pre-K)
- place events in chronological order (K)
- use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow (K)

- distinguish among past, present, and future (1)
- describe and measure calendar time by days, weeks, months, and years (1)
- create a calendar and simple timeline (1)
- describe the order of events by using designations of time periods such as historical and present times (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- create and interpret timelines for events in the past and present (2)
- identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources (2)
- describe various evidence of the same time period using primary sources such as photographs, journals, and interviews (2)
- use vocabulary related to chronology, including past, present, and future times (3)
- create and interpret timelines (3)
- apply the terms year, decade, and century to describe historical times (3)

Historical Points of Reference

- trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade (6)
- analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions (6)
- identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide 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 Conservatism; and Contemporary Texas (7)
- 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)
- apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (7–8; US)
- identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects (8)
- explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War (8)
- identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations (WH)
- identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions (WH)
- identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their

impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia (WH)

- identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation (WH)
- identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions (WH)
- identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization (WH)
- analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today (WG)
- trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact (WG)
- identify the major characteristics that define an historical era (US)
- identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics (US)
- 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), 1968-1969 (Martin Luther King Jr. assassination and 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) (US)

History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States (4.3). The student understands how conflict between the American colonies and Great Britain led to American independence (5.2). The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas (7.3). The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction (7.5). The student understands individuals, issues, and events of the Civil War (8.8). The student understands the causes and effects of major political revolutions between 1750 and 1914 (WH9). The student understands the causes and impact of World War I (WH10). The student understands the causes and impact of World War II (WH12). The student understands the impact of major events associated with the Cold War and independence movements (WH13). The student understands the emergence of the United States as a world power between 1898 and 1920 (US4). The student understands the domestic and international impact of U.S. participation in World War II (US7). The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States (US8). The student is expected to

Events Prior and During Military and Diplomatic Conflicts

- identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party (5)

- trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin (7)
- explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs (7)
- explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln (8)
- identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions (WH)
- identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I (WH)
- identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates (WH)
- explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II (WH)
- explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs (WH)
- summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts (WH)
- explain how Arab rejection of the State of Israel has led to ongoing conflict (WH)
- identify the causes of World War I and reasons for U.S. entry (US)
- analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front (US)
- analyze significant events such as the Battle of Argonne Forest (US)
- identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor (US)
- analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons (US)
- analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps (US)
- explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy (US)
- explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War (US)
- analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon (US)

Individual Contributions During Wartime

- summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio

López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza (4)

- identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones (4)
- identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period (5)
- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis (7)
- explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto (7)
- identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch (7)
- explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar (8)
- analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address (8)
- explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system (WH)
- explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union (WH)
- explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power (US)
- understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing (US)
- 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 and domestic industry's rapid mobilization for the war effort (US)
- evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton (US)
- explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities (US)

Effects of Military and Diplomatic Conflicts

- analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto (4)

- describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers (4)
- explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War (4)
- summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military (5)
- explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas (7)
- analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas (7)
- compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion (WH)
- explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America (WH)
- trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolivar (WH)
- identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics (WH)
- describe the emergence and characteristics of totalitarianism (WH)
- summarize how the outcome of World War II contributed to the development of the Cold War (WH)
- summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism (WH)
- identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race (WH)
- evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico (US)
- analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles (US)
- analyze the function of the U.S. Office of War Information (US)
- describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis (US)
- describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers (US)
- 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 (US)

History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established (5.3). The student understands the foundations of representative government in the United States (8.3). The student understands significant political and economic issues of the revolutionary era (8.4). The student understands the principles included in the Celebrate Freedom Week program (US1). The student is expected to

Establishment of the U.S. Constitution

- identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation (5)
- identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution (5)
- explain the reasons for the growth of representative government and institutions during the colonial period (8)
- analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (8)
- describe how religion and virtue contributed to the growth of representative government in the American colonies (8)
- analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War (8)
- explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington (8)
- explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783 (8)
- analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise (8)
- analyze the arguments for and against ratification (8)
- analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence (US)
- analyze and evaluate the application of these founding principles to historical events in U.S. history (US)
- explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. (US)

History. The student understands common characteristics of communities, past and present (3.2). The student understands the causes and effects of European exploration and colonization of Texas and North America (4.2). The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine (5.1). The student understands the causes of exploration and colonization eras (8.2). The student understands how early civilizations developed from 8000 BC to 500 BC (WH2). The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations (WH3). The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations (WH6). The student understands the causes and impact of European expansion from 1450 to 1750 (WH7). The student understands how people, places, and environments have changed over time and the effects of these changes (WG2). The student is expected to

Exploration and Development of Communities, Past and Present

- identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being (3)
- identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)
- compare ways in which various other communities meet their needs (3)
- summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion (4)
- identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas (4)
- explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón (4)
- identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas (4)
- identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas (4)
- explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain (5)
- describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams (5)
- identify reasons for European exploration and colonization of North America (8)
- compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (8)
- summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations (WH)
- identify the characteristics of civilization (WH)
- explain how major river valley civilizations influenced the development of the classical civilizations (WH)
- describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity (WH)
- explain the impact of the fall of Rome on Western Europe (WH)
- compare the factors that led to the collapse of Rome and Han China (WH)
- compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development (WH)
- explain how the Inca and Aztec empires were impacted by European exploration/colonization (WH)
- analyze the causes of European expansion from 1450 to 1750 (WH)
- explain the impact of the Columbian Exchange on the Americas and Europe (WH)
- explain the impact of the Atlantic slave trade on West Africa and the Americas (WH)
- explain the impact of the Ottoman Empire on Eastern Europe and global trade (WH)
- explain Ming China's impact on global trade (WH)
- explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution (WH)
- describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions (WG)
- explain how changes in societies have led to diverse uses of physical features (WG)

History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century (4.4). The student understands political**,** economic, and social changes that occurred in the United States during the 19th century (5.4). The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson (8.5). The student understands westward expansion and its effects on the political, economic, and social development of the nation (8.6). The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War (8.7). The student understands the effects of Reconstruction on the political, economic, and social life of the nation (8.9). The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450 (WH4). The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750 (WH5). The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914 (WH8). The student understands the causes and impact of the global economic depression immediately following World War I (WH11). The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents (WH14). The student understands the political, economic, and social changes in the United States from 1877 to 1898 (US3). The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990 (US10). The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century (US11). The student is expected to

Political Influences

- describe the impact of the Civil War and Reconstruction on Texas (4)
- describe the causes and effects of the War of 1812 (5)
- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny (5)
- describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government (8)
- explain the origin and development of American political parties (8)
- explain the causes, important events, and effects of the War of 1812 (8)
- identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine (8)
- explain the impact of the election of Andrew Jackson, including expanded suffrage (8)
- explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States (8)
- explain the political, economic, and social roots of Manifest Destiny (8)
- analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation (8)
- explain the causes and effects of the U.S.-Mexican War and their impact on the United States (8)
- identify areas that were acquired to form the United States, including the Louisiana Purchase (8)
- identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster (8)
- evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments (8)
- evaluate the impact of the election of Hiram Rhodes Revels (8)
- identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act (8)
- explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe (WH)

- summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world (WH)
- identify the major political, economic, and social motivations that influenced European imperialism (WH)
- explain the major characteristics and impact of European imperialism (WH)
- explain the U.S. response to terrorism from September 11, 2001, to the present (WH)
- analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism (US)
- describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente (US)
- describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength (US)
- describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis (US)
- describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror (US)
- identify significant social and political advocacy organizations, leaders, and issues across the political spectrum (US)
- evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties (US)
- analyze the impact of third parties on presidential elections (US)
- discuss the historical significance of the 2008 presidential election (US)

Economic Influences

- explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (4)
- identify the impact of railroads on life in Texas, including changes to cities and major industries (4)
- identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States (5)
- explain how industry and the mechanization of agriculture changed the American way of life (5)
- summarize arguments regarding protective tariffs, taxation, and the banking system (8)
- analyze the impact of tariff policies on sections of the United States before the Civil War (8)
- explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups (8)
- describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism (WH)
- analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade (WH)
- explain how 17th and 18th century European scientific advancements led to the Industrial Revolution (WH)
- explain how the Industrial Revolution led to political, economic, and social changes in Europe (WH)
- explain the effects of free enterprise in the Industrial Revolution (WH)
- summarize the international, political, and economic causes of the global depression (WH)
- explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression (WH)

- analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business (US)
- compare the impact of energy on the American way of life over time (US)

Social Influences

- examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo (4)
- identify reasons people moved west (5)
- identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution (5)
- identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups (5)
- analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears (8)
- compare the effects of political, economic, and social factors on slaves and free blacks (8)
- analyze the impact of slavery on different sections of the United States (8)
- explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire (WH)
- explain the characteristics of Roman Catholicism and Eastern Orthodoxy (WH)
- explain the political, economic, and social impact of Islam on Europe, Asia, and Africa (WH)
- describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa (WH)
- describe the interactions between Muslim and Hindu societies in South Asia (WH)
- summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia (WH)
- explain the development of the slave trade (WH)
- explain the political, intellectual, artistic, economic, and religious impact of the Renaissance (WH)
- explain the political, intellectual, artistic, economic, and religious impact of the Reformation (WH)
- summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda (WH)
- analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists (US)
- describe the optimism of the many immigrants who sought a better life in America (US)
- describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association (US)
- describe significant societal issues of this time period (US)
- discuss the solvency of long-term entitlement programs such as Social Security and Medicare (US)

Geography skills. The student uses directions to locate their relative position in space and to locate their home and school in their community (Pre-K.VII.C).

Geography. The student understands the concept of location (K.4). The student understands the relative location of places (1.4). The student understands the purpose of maps and globes (1.5). The student uses simple geographic tools such as maps and globes (2.5). The student understands the concepts of location, distance, and direction on maps and globes (3.5). The student uses geographic tools to collect, analyze, and interpret data (4.6; 5.6; 7.8). The student uses geographic tools to answer geographic questions (6.3). The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations (6.4). The student uses geographic skills and tools to collect, analyze, and interpret data (WH15). The student is expected to

Geographic Location Using Tools

- identify and create common features in his/her immediate environment (Pre-K)
- use terms, including over, under, near, far, left, and right, to describe relative location (K)
- locate places on the school campus and describe their relative locations (K)
- identify tools that aid in determining location, including maps and globes (K)
- locate places using the four cardinal directions (1)
- describe the location of self and objects relative to other locations in the classroom and school (1)
- create and use simple maps such as maps of the home, classroom, school, and community (1)
- locate the community, Texas, and the United States on maps and globes (1)
- interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys (2)
- create maps to show places and routes within the home, school, and community (2)
- use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas in relation to the local community (3)
- use a scale to determine the distance between places on maps and globes (3)
- identify and use the compass rose, grid system, and symbols to locate places on maps and globes (3)
- create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system (3)
- translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps (4)
- apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps (4–5)
- translate geographic data into a variety of formats such as raw data to graphs and maps (5)
- pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? (6)
- pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases (6)
- compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models (6)
- create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries (6)
- locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location (6)
- identify and explain the geographic factors responsible for patterns of population in places and regions (6)
- explain ways in which human migration influences the character of places and regions (6)

- identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions (6)
- draw sketch maps that illustrate various places and regions (6)
- identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia (6)
- create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries (7)
- analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries (7)
- create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation (WH)
- analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models (WH)

Geography. The student understands that geographical patterns result from physical environmental processes (6.6). The student understands how physical processes shape patterns in the physical environment (WG3). The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them (WG4). The student is expected to

Physical Environment

- describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface (6)
- identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber (6)
- analyze the effects of the interaction of physical processes and the environment on humans (6)
- explain weather conditions and climate in relation to annual changes in Earth-Sun relationships (WG)
- describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes (WG)
- examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere (WG)
- explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions (WG)
- describe different landforms and the physical processes that cause their development (WG)
- explain the influence of climate on the distribution of biomes in different regions (WG)

Geography. The student understands how humans use and modify the physical environment (2.8). The student understands how humans adapt to variations in the physical environment (3.4). The student understands how people adapt to and modify their environment (4.9; 5.9). The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions (6.7). The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries (7.10). The student understands the physical characteristics of North America and how humans adapted to and modified the environment

through the mid-19th century (8.11). The student understands how people, places, and environments are connected and interdependent (WG8). The student understands the relationship between population growth and modernization on the physical environment (US14). The student is expected to

Relationship between People and Physical Environment

- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil (2)
- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields (2)
- identify ways people can conserve and replenish natural resources (2)
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards (3)
- 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)
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape (3)
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)
- identify and compare the human characteristics of various regions (3)
- 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 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)
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality (4)
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs (5)
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present (5)
- identify and analyze ways people have adapted to the physical environment in various places and regions (6)
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure (6)
- describe ways in which technology influences human interactions with the environment such as humans building dams for flood control (6)
- identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications (7)
- 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)
- analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries (8)
- describe the positive and negative consequences of human modification of the physical environment of the United States (8)

- describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries (8)
- compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology (WG)
- describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes (WG)
- evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources (WG)
- identify the effects of population growth and distribution on the physical environment (US)
- 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 (US)
- understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights (US)

Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies (6.5). The student understands the impact of geographic factors on major historic events and processes (WH16). The student understands the impact of geographic factors on major events (US12). The student is expected to

Geographic Influence on History

- identify and explain the geographic factors responsible for the location of economic activities in places and regions (6)
- identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory (6)
- explain the impact of geographic factors on economic development and the domestic and foreign policies of societies (6)
- locate places and regions of historical significance directly related to major eras and turning points in world history (WH)
- analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals (WH)
- interpret maps, charts, and graphs to explain how geography has influenced people and events in the past (WH)
- analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina (US)
- identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts (US)

Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns (2.7). The student understands the location and patterns of settlement and the geographic factors that influence where people live (4.8). The student understands the location and patterns of settlement and the geographic factors that influence where people live (5.8). The student

understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries (7.11).The student understands the types, patterns, and processes of settlement (WG6). The student understands the growth, distribution, movement, and characteristics of world population (WG7). The student understands the causes and effects of migration and immigration on American society (US13). The student is expected to

Population and Settlement Patterns

- describe how weather patterns and seasonal patterns affect activities and settlement patterns (2)
- describe how natural resources and natural hazards affect activities and settlement patterns (2)
- explain how people depend on the physical environment and natural resources to meet basic needs (2)
- identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns (2)
- identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II (4)
- describe and explain the location and distribution of various towns and cities in Texas, past and present (4)
- 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 describe the types of settlement and patterns of land use in the United States (5)
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present (5)
- analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present (5)
- analyze why immigrant groups came to Texas and where they settled (7)
- analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas (7)
- analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation (7)
- describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution (7)
- locate and describe human and physical features that influence the size and distribution of settlements (WG)
- explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities (WG)
- construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends WG)
- explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration (WG)
- describe trends in world population growth and distribution (WG)
- examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture (WG)
- 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 (US)
- analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States (US)

Geography. The student understands physical and human characteristics of place (K.5). The student understands various physical and human characteristics (1.6). The student understands the locations and characteristics of places and regions in the community, state, and nation (2.6). The student understands the concept of regions (4.7). The student understands the concept of regions in the United States (5.7). The student understands the location and characteristics of places and regions of Texas (7.9). The student understands the location and characteristics of places and regions of the United States, past and present (8.10). The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions (WG5). The student understands the concept of region as an area of Earth's surface with related geographic characteristics (WG9). The student is expected to

Characteristics of Places and Regions

- identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (K)
- identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location (K)
- identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (1)
- identify examples of and uses for natural resources in the community, state, and nation (1)
- identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location (1)
- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes (2)
- locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes (2)
- examine information from various sources about places and regions (2)
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity (4)
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation (4)
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world (4)
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity (5)
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains (5)
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest (5)
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains (5)
- locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest (7)
- compare places and regions of Texas in terms of physical and human characteristics (7)
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7)

- locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries (8)
- compare places and regions of the United States in terms of physical and human characteristics (8)
- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States (8)
- analyze how the character of a place is related to its political, economic, social, and cultural elements (WG)
- interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed (WG)
- identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region (WG)
- describe different types of regions, including formal, functional, and perceptual regions (WG)

Economic skills. The student learns that their community benefits from many different people working in many different ways (Pre-K.VII.B).
Economics. The student understands that basic human needs and wants are met in many ways (K.6). The student understands the value of jobs (K.7). The student understands how families meet basic human needs (1.7). The student understands the concepts of goods and services (1.8). The student understands the condition of not being able to have all the goods and services one wants (1.9). The student understands the value of work (1.10; 2.9). The student understands the roles of producers and consumers in the production of goods and services (2.10). The student understands the purposes of earning, spending, saving, and donating money (3.6). The student understands the concept of the free enterprise system (3.7). The student understands how businesses operate in the U.S. free enterprise system (3.8). The student understands the various ways in which people organize economic systems (6.9). The student is expected to

Evolution of Economic Systems Based on Human Need

- demonstrate that all people need food, clothing, and shelter (Pre-K)
- participate in activities to help them become aware of what it means to be a consumer (Pre-K)
- discuss the roles and responsibilities of community workers (Pre-K)
- identify basic human needs of food, clothing, and shelter (K)
- explain the difference between needs and wants (K)
- explain how basic human needs can be met such as through self-producing, purchasing, and trading (K)
- identify jobs in the home, school, and community (K)
- explain why people have jobs (K)
- describe ways that families meet basic human needs (1)
- describe similarities and differences in ways families meet basic human needs (1)
- identify examples of goods and services in the home, school, and community (1)
- identify ways people exchange goods and services (1)
- identify the role of markets in the exchange of goods and services (1)
- identify examples of people wanting more than they can have (1)
- explain why wanting more than they can have requires that people make choices (1)
- identify examples of choices families make when buying goods and services (1)
- describe the components of various jobs and the characteristics of a job well-performed (1)

- describe how specialized jobs contribute to the production of goods and services (1)
- explain how work provides income to purchase goods and services (2)
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work (2)
- distinguish between producing and consuming (2)
- identify ways in which people are both producers and consumers (2)
- examine the development of a product from a natural resource to a finished product (2)
- identify ways of earning, spending, saving, and donating money (3)
- create a simple budget that allocates money for spending, saving, and donating (3)
- define and identify examples of scarcity (3)
- explain the impact of scarcity on the production, distribution, and consumption of goods and services (3)
- explain the concept of a free market as it relates to the U.S. free enterprise system (3)
- identify examples of how a simple business operates (3)
- explain how supply and demand affect the price of a good or service (3)
- explain how the cost of production and selling price affect profits (3)
- explain how government regulations and taxes impact consumer costs (3)
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses (3)
- compare ways in which various societies organize the production and distribution of goods and services (6)
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (6)
- understand the importance of morality and ethics in maintaining a functional free enterprise system (6)
- examine the record of collective, non-free market economic systems in contemporary world societies (6)

Economics. The student understands patterns of work and economic activities in the United States (5.13). The student understands the factors of production in a society's economy (6.8). The student understands categories of economic activities and the data used to measure a society's economic level (6.10). The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history (WH18). The student understands how geography influences economic activities (WG11). The student understands the economic importance of, and issues related to, the location and management of resources (WG12). The student is expected to

Factors Influencing Economies

- compare how people in different parts of the United States earn a living, past and present (5)
- identify and explain how geographic factors have influenced the location of economic activities in the United States (5)
- analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States (5)
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States (5)

- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (6)
- identify problems and issues that may arise when one or more of the factors of production is in relatively short supply (6)
- explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies (6)
- define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries (6)
- describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy (6)
- identify and describe the effects of government regulation and taxation on economic development and business planning (6)
- identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations* (WH)
- identify the historical origins and characteristics of communism, including the influences of Karl Marx (WH)
- identify the historical origins and characteristics of socialism (WH)
- identify the historical origins and characteristics of fascism (WH)
- explain why communist command economies collapsed in competition with free market economies at the end of the 20th century (WH)
- formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities (WH)
- understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary) (WG)
- identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries (WG)
- assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities (WG)
- analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people (WG)
- evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water (WG)

Economics. The student understands the basic economic activities of early societies in Texas and North America (4.10). The student understands the characteristics and benefits of the free enterprise system in Texas (4.11). The student understands patterns of work and economic activities in Texas (4.12). The student understands the basic economic patterns of early societies in the United States (5.10). The student understands the development, characteristics, and benefits of the free enterprise system in the United States (5.11). The student understands the impact of supply and demand on consumers and producers in a free enterprise system (5.12). The student understands the factors that caused Texas to change from an agrarian to an urban society (7.12). The student understands why various sections of the United States developed different patterns of economic activity (8.12). The student understands how various economic forces resulted in the Industrial Revolution in the 19th century (8.13). The student understands the origins and development of the free enterprise system in the United States (8.14). The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity (WH17). The student

understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (US15). The student understands significant economic developments between World War I and World War II (US16). The student understands the economic effects of World War II and the Cold War (US17). The student is expected to

Development and Operation of Economic Systems

- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting (4)
- explain the economic activities early immigrants to Texas used to meet their needs and wants (4)
- describe the development of the free enterprise system in Texas (4)
- describe how the free enterprise system works, including supply and demand (4)
- give examples of the benefits of the free enterprise system such as choice and opportunity (4)
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services (4)
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas (4)
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas (4)
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas (4)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas (4)
- explain the economic patterns of early European colonists (5)
- identify major industries of colonial America (5)
- describe the development of the free enterprise system in colonial America and the United States (5)
- describe how the free enterprise system works in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States (5)
- explain economic factors that led to the urbanization of Texas (7)
- trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)
- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (7)
- identify economic differences among different regions of the United States (8)
- explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery (8)
- explain the reasons for the increase in factories and urbanization (8)
- analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history (8)
- analyze the War of 1812 as a cause of economic changes in the nation (8)
- identify the economic factors that brought about rapid industrialization and urbanization (8)
- explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights (8)
- describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries (8)

- identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution (WH)
- summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution (WH)
- summarize the economic and social impact of 20th century globalization (WH)
- 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 (US)
- describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act (US)
- explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas (US)
- describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States (US)
- describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money (US)
- analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies (US)
- 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 (US)
- analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others (US)
- compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression (US)
- 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 (US)
- describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment (US)
- 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 (US)
- describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s (US)
- identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each (US)
- 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) (US)

Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent (4.13). The student understands the interdependence of the Texas economy with the United States and the world (7.13). The student understands the distribution, characteristics, and interactions of the economic systems in the world (WG10). The student understands the economic effects

of increased worldwide interdependence as the United States enters the 21st century (US18). The student is expected to

Global Trade and Economic Interdependence

- identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world (4)
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world (4)
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world (4)
- analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology (7)
- analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas (7)
- analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets (7)
- describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems (WG)
- classify where specific countries fall along the economic spectrum between free enterprise and communism (WG)
- compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries (WG)
- compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones (WG)
- discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream (US)
- identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy (US)

Social-competence skills. The student begins to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world (Pre-K.I.C)
Government. The student understands the purpose of rules (K.8). The student understands the role of authority figures (K.9). The student understands the purpose of rules and laws (1.11). The student understands the role of authority figures, public officials, and citizens (1.12). The student understands the purpose of governments (2.11). The student understands the role of public officials (2.12). The student understands the basic structure and functions of various levels of government (3.9). The student understands the structure and functions of government created by the Texas Constitution (7.15). The student is expected to

Structure and Functions of Government

- assume various roles and responsibilities as part of a classroom community (Pre-K)
- identify purposes for having rules (K)
- identify rules that provide order, security, and safety in the home and school (K)
- identify authority figures in the home, school, and community (K)
- explain how authority figures make and enforce rules (K)
- explain the purpose for rules and laws in the home, school, and community (1)

- identify rules and laws that establish order, provide security, and manage conflict (1)
- identify the responsibilities of authority figures in the home, school, and community (1)
- identify and describe the roles of public officials in the community, state, and nation (1)
- identify and describe the role of a good citizen in maintaining a constitutional republic (1)
- identify functions of governments such as establishing order, providing security, and managing conflict (2)
- identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community (2)
- describe how governments tax citizens to pay for services (2)
- name current public officials, including mayor, governor, and president (2)
- compare the roles of public officials, including mayor, governor, and president (2)
- identify ways that public officials are selected, including election and appointment to office (2)
- identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions (2)
- describe the basic structure of government in the local community, state, and nation (3)
- identify local, state, and national government officials and explain how they are chosen (3)
- identify services commonly provided by local, state, and national governments (3)
- explain how local, state, and national government services are financed (3)
- describe the structure and functions of government at municipal, county, and state levels (7)
- identify major sources of revenue for state and local governments such as property tax, sales tax, and fees (7)
- describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers (7)

Government. The student understands how people organized governments in different ways during the early development of Texas (4.14). The student understands the organization of governments in colonial America (5.14). The student understands the framework of government created by the U.S. Constitution of 1787 (5.16). The student understands the concepts of limited and unlimited governments (6.11). The student understands various ways in which people organize governments (6.12). The student understands the dynamic nature of the powers of the national government and state governments in a federal system (8.17). The student understands the characteristics of major political systems throughout history (WH19). The student understands how contemporary political systems have developed from earlier systems of government (WH20). The student understands the spatial characteristics of a variety of global political units (WG13). The student understands the processes that influence political divisions, relationships, and policies (WG14). The student understands changes over time in the role of government (US19). The student understands the changing relationships among the three branches of the federal government (US20). The student is expected to

Political and Legal Systems

- compare how various American Indian groups such as the Caddo and the Comanche governed themselves (4)
- identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas (4)
- identify and compare the systems of government of early European colonists, including representative government and monarchy (5)

- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses (5)
- identify and explain the basic functions of the three branches of government (5)
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (5)
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)
- identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) (6)
- compare the characteristics of limited and unlimited governments (6)
- identify reasons for limiting the power of government (6)
- review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan (6)
- identify and give examples of governments with rule by one, few, or many (6)
- compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function (6)
- identify historical origins of democratic forms of government such as Ancient Greece (6)
- analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason (8)
- explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War (8)
- identify the characteristics of monarchies and theocracies as forms of government in early civilizations (WH)
- identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism (WH)
- explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment (WH)
- identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen (WH)
- explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone (WH)
- explain the significance of the League of Nations and the United Nations (WH)
- interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries (WG)
- compare maps of voting patterns or political boundaries to make inferences about the distribution of political power (WG)
- analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions (WG)
- compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries (WG)
- analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU) (WG)

- evaluate the impact of New Deal legislation on the historical roles of state and federal government (US)
- 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 9/11 (US)
- 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 (US)
- discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 (US)
- evaluate the pros and cons of U.S. participation in international organizations and treaties (US)
- 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 (US)
- 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 (US)

Government. The student understands important ideas in historical documents at various levels of government (3.10). The student understands important ideas in historical documents of Texas and the United States (4.15). The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (5.15). The student understands the basic principles reflected in the Texas Constitution (7.14). The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents (8.15). The student understands the process of changing the U.S. Constitution and the impact of amendments on American society (8.16). The student understands the impact of landmark Supreme Court cases (8.18). The student understands the impact of constitutional issues on American society (US21). The student is expected to

Historical Documents

- identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)
- describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government (3)
- identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty (4)
- identify and explain the basic functions of the three branches of government according to the Texas Constitution (4)
- identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week) (4)
- identify the key elements and the purposes and explain the importance of the Declaration of Independence (5)
- explain the purposes of the U.S. Constitution as identified in the Preamble (5)
- explain the reasons for the creation of the Bill of Rights and its importance (5)
- identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (7)

- compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights (7)
- identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government (8)
- summarize the strengths and weaknesses of the Articles of Confederation (8)
- identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights (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)
- summarize the purposes for and process of amending the U.S. Constitution (8)
- describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States (8)
- identify the origin of judicial review and analyze examples of congressional and presidential responses (8)
- summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden (8)
- evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States (8)
- analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester (US)
- discuss historical reasons why the constitution has been amended (US)
- evaluate constitutional change in terms of strict construction versus judicial interpretation (US)

Citizenship skills. The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity (Pre-K.VII.D). **Citizenship**. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity (K.10). The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity (1.14). The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identify (2.14). The student understands important customs, symbols, and celebrations of Texas (4.16). The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity (5.17). The student is expected to

Symbols, Customs, and Celebrations Contributing to National Identity

- identify flags of the United States and Texas (Pre-K)
- recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence (Pre-K)
- engage in voting as a method for group decision-making (Pre-K)
- identify the flags of the United States and Texas (K)
- use voting as a method for group decision making (K)
- identify Constitution Day as a celebration of American freedom (K–1)
- recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (K, 2)
- explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo (1)

- recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (1)
- identify anthems and mottoes of Texas and the United States (1)
- explain and practice voting as a way of making choices and decisions (1)
- explain how patriotic customs and celebrations reflect American individualism and freedom (1)
- identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful” (2)
- identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam (2)
- identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom (2)
- explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions(4)
- sing or recite “Texas, Our Texas” (4)
- recite and explain the meaning of the Pledge to the Texas Flag (4)
- describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth (4)
- explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant (5)
- sing or recite “The Star-Spangled Banner” and explain its history (5)
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag (5)
- describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day (5)
- explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore (5)

Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals (1.13; 2.13). The student understands characteristics of good citizenship as exemplified by historical and contemporary figures (3.11). The student understands the importance of active individual participation in the democratic process (4.17). The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution (5.20). The student understands that the nature of citizenship varies among societies (6.13). The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments (6.14). The student understands the rights and responsibilities of Texas citizens in a democratic society (7.16). The student understands the importance of the expression of different points of view in a democratic society (7.17). The student understands the rights and responsibilities of citizens of the United States (8.19). The student understands the importance of the expression of different points of view in a constitutional republic (8.21). The student understands efforts to expand the democratic process (US23). The student is expected to

Roles, Responsibilities and Rights of Citizens

- identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship (1)
- identify other individuals who exemplify good citizenship (1–2)
- identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1-3)

- identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship (2)
- identify ways to actively practice good citizenship, including involvement in community service (2)
- identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship (3)
- identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting (3)
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)
- explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects (4)
- explain the duty of the individual in state and local elections such as being informed and voting (4)
- 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, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals (4)
- explain how to contact elected and appointed leaders in state and local governments (4)
- describe the fundamental rights guaranteed by each amendment 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)
- describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens (5)
- describe roles and responsibilities of citizens in various contemporary societies, including the United States (6)
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies (6)
- identify and explain the duty of civic participation in societies with representative governments (6)
- explain relationships among rights, responsibilities, and duties in societies with representative governments (6)
- compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments (6)
- identify rights of Texas citizens (7)
- explain and analyze civic responsibilities of Texas citizens and the importance of civic participation (7)
- identify different points of view of political parties and interest groups on important Texas issues, past and present (7)
- describe the importance of free speech and press in a democratic society (7)
- express and defend a point of view on an issue of historical or contemporary interest in Texas (7)
- define and give examples of unalienable rights (8)
- summarize rights guaranteed in the Bill of Rights (8)
- explain the importance of personal responsibilities, including accepting responsibility for one’s behavior and supporting one’s family (8)
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries (8)

- summarize the criteria and explain the process for becoming a naturalized citizen of the United States (8)
- explain how the rights and responsibilities of U.S. citizens reflect our national identity (8)
- identify different points of view of political parties and interest groups on important historical and contemporary issues (8)
- describe the importance of free speech and press in a constitutional republic (8)
- summarize a historical event in which compromise resulted in a peaceful resolution (8)
- 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 (US)
- 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 (US)
- explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union" (US)

Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic (3.12). The student understands the importance of effective leadership in a constitutional republic (4.18; 5.19; 8.22; US24). The student understands the importance of individual participation in the democratic process at the local, state, and national levels (5.18). The student understands the importance of effective leadership in a democratic society (7.18). The student understands the importance of voluntary individual participation in the democratic process (8.20). The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history (WH21). The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels (WG15). The student is expected to

Leadership

- identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States (4)
- identify leadership qualities of state and local leaders, past and present (4)
- explain the contributions of the Founding Fathers to the development of the national government (5)
- identify past and present leaders in the national government, including the president and various members of Congress, and their political parties (5)
- identify and compare leadership qualities of national leaders, past and present (5)
- 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)
- identify the contributions of Texas leaders, including 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)
- explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America (8)
- evaluate the contributions of the Founding Fathers as models of civic virtue (8)
- analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax (8)

- analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln (8)
- describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton (8)
- describe qualities of effective leadership (US)
- evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton (US)

Civic Participation

- give examples of community changes that result from individual or group decisions (3)
- identify examples of actions individuals and groups can take to improve the community (3)
- identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good (3)
- explain the duty individuals have to participate in civic affairs at the local, state, and national levels (5)
- explain how to contact elected and appointed leaders in local, state, and national governments (5)
- describe how people have participated in supporting or changing their governments (WH)
- describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history (WH)
- identify examples of key persons who were successful in shifting political thought, including William Wilberforce (WH)
- identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels (WG)
- explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism (WG)

Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship (WH22). The student understands the concept of American exceptionalism (US22). The student is expected to

Concepts of Human Rights

- summarize the development of the rule of law from ancient to modern times (WH)
- identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome (WH)
- identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia (WH)
- identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur (WH)
- identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square (WH)
- assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world (WH)

- discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire (US)
- describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations (US)
- describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths (US)

Self-concept skills. The student begins to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills (Pre-K.I.A).
Social awareness skills. The student will begin to learn with adult guidance how to operate socially with others (Pre-K.I.D).
People, past and present skills. The student begins to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity (Pre-K.VII.A).
Citizenship skills. The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity (Pre-K.VII.D).
Culture. The student understands similarities and differences among people (K.11). The student understands the importance of family customs and traditions (K.12). The student understands the importance of family and community beliefs, customs, language, and traditions (1.15). The student understands ethnic and/or cultural celebrations (2.16). The student understands ethnic and/or cultural celebrations of the local community and other communities (3.13). The student understands the contributions of people of various racial, ethnic, and religious groups to Texas (4.19). The student understands the contributions of people of various racial, ethnic, and religious groups to the United States (5.22). The student understands the similarities and differences within and among cultures in various world societies (6.15). The student understands the concept of diversity within unity in Texas (7.19). The student understands how the components of culture affect the way people live and shape the characteristics of regions (WG16). The student understands the distribution, patterns, and characteristics of different cultures (WG17).The student is expected to

Impact of Diversity

- show awareness of areas of competence and describe self positively in what he/she is able to do (Pre-K)
- demonstrate an understanding that others have specific characteristics (Pre-K)
- demonstrate an understanding that others have perspectives and feelings that are different from his/her own (Pre-K)
- identify similarities and differences in characteristics of people (Pre-K)
- identify similarities and differences in characteristics of families (Pre-K)
- identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures (Pre-K)
- identify similarities and differences among people such as kinship, laws, and religion (K)
- identify similarities and differences among people such as music, clothing, and food (K)
- describe and explain the importance of family customs and traditions (K)
- compare family customs and traditions (K)
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities (1)
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities (1)
- identify the significance of various ethnic and/or cultural celebrations (2)

- compare ethnic and/or cultural celebrations (2)
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities (3)
- compare ethnic and/or cultural celebrations in the local community with other communities (3)
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas (4)
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio (4)
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States (5)
- describe customs and traditions of various racial, ethnic, and religious groups in the United States (5)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (5)
- define culture and the common traits that unify a culture region (6)
- identify and describe common traits that define cultures (6)
- define a multicultural society and consider both the positive and negative qualities of multiculturalism (6)
- analyze the experiences and evaluate the contributions of diverse groups to multicultural societies (6)
- analyze the similarities and differences among various world societies (6)
- identify and explain examples of conflict and cooperation between and among cultures (6)
- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances (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 examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts (7)
- 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 distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion (WG)
- describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies (WG)
- explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently (WG)
- compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes (WG)
- describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive (WG)
- describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution (WG)
- compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations (WG)
- evaluate the experiences and contributions of diverse groups to multicultural societies (WG)

Culture. The student understands relationships that exist among world cultures (6.17). The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries (8.23). The student understands the ways in which cultures change and maintain continuity (WG18). The student is expected to

Cultural Diffusion

- identify and describe how culture traits such as trade, travel, and war spread (6)
- identify and describe factors that influence cultural change such as improved communication, transportation, and economic development (6)
- evaluate the impact of improved communication technology among cultures (6)
- identify and define the impact of cultural diffusion on individuals and world societies (6)
- identify examples of positive and negative effects of cultural diffusion (6)
- identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration (8)
- explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs (8)
- identify ways conflicts between people from various racial, ethnic, and religious groups were resolved (8)
- analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (8)
- identify the political, social, and economic contributions of women to American society (8)
- analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion (WG)
- assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism (WG)
- identify examples of cultures that maintain traditional ways, including traditional economies (WG)
- evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports (WG)

Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ (6.16). The student understands the relationships among religion, philosophy, and culture (6.19). The student understands the impact of religion on the American way of life (8.25). The student understands the history and relevance of major religious and philosophical traditions (WH23). The student understands how the development of ideas has influenced institutions and societies (WH25). The student is expected to

Cultural Effects on Institutions

- identify institutions basic to all societies, including government, economic, educational, and religious institutions (6)
- compare characteristics of institutions in various contemporary societies (6)
- analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions (6)
- explain the relationship among religious ideas, philosophical ideas, and cultures (6)

- explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies (6)
- trace the development of religious freedom in the United States (8)
- describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings (8)
- analyze the impact of the First Amendment guarantees of religious freedom on the American way of life (8)
- describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism (WH)
- identify examples of religious influence on various events referenced in the major eras of world history (WH)
- summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India (WH)
- summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome (WH)
- explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments (WH)
- explain how Islam influences law and government in the Muslim world (WH)

Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation (3.14).The student understands the major reform movements of the 19th century (8.24). The student understands the roles of women, children, and families in different historical cultures (WH24). The student understands how people from various groups contribute to our national identity (US26). The student is expected to

Individuals and Groups Who Have Affected Culture

- identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes (3)
- identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains (3)
- describe the historical development of the abolitionist movement (8)
- evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled (8)
- describe the changing roles of women, children, and families during major eras of world history (WH)
- describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history (WH)
- explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society (US)
- discuss the Americanization movement to assimilate immigrants and American Indians into American culture (US)
- explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture (US)

- identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society (US)
- discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust" (US)
- discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez (US)

Culture. The student understands the significance of works of art in the local community (2.15). The student understands the importance of writers and artists to the cultural heritage of communities (3.15). The student understands the relationship between the arts and the times during which they were created (5.21; 8.26; US25; WH26). The student understands the relationship that exists between the arts and the societies in which they are produced (6.18). The student is expected to

The Arts in Society

- identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)
- explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)
- 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)
- explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities (3)
- 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)
- explain how examples of art, music, and literature reflect the times during which they were created (5)
- explain the relationships that exist between societies and their architecture, art, music, and literature (6)
- relate ways in which contemporary expressions of culture have been influenced by the past (6)
- describe ways in which contemporary issues influence creative expressions (6)
- identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time (6)
- describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States (8)
- identify examples of American art, music, and literature that reflect society in different eras (8)
- analyze the relationship between fine arts and continuity and change in the American way of life (8)
- identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures (WH)
- analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced (WH)
- identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes (WH)

- describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature (US)
- describe both the positive and negative impacts of significant examples 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 (US)
- identify the impact of popular American culture on the rest of the world over time (US)
- analyze the global diffusion of American culture through the entertainment industry via various media (US)

Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives (K.13). The student understands how technology affects daily life, past and present (1.16). The student understands how science and technology have affected life, past and present (2.17). The student understands how individuals have created or invented new technology and affected life in various communities, past and present (3.16). The student understands the impact of science and technology on life in Texas (4.20). The student understands the impact of science and technology on society in the United States (5.23). The student understands the influences of science and technology on contemporary societies (6.20). The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas (7.20). The student understands the impact of science and technology on the economic development of the United States (8.27). The student understands the impact of scientific discoveries and technological innovations on daily life in the United States (8.28). The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750 (WH27). The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present (WH28). The student understands the impact of technology and human modifications on the physical environment (WG19). The student understands how current technology affects human interaction (WG20). The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States (US27). The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States (US28). The student is expected to

Impact of Science and Technology on Society

- identify examples of technology used in the home and school (K)
- describe how technology helps accomplish specific tasks and meet people's needs (K)
- describe how his or her life might be different without modern technology (K)
- describe how technology changes the ways families live (1)
- describe how technology changes communication, transportation, and recreation (1)
- describe how technology changes the way people work (1)
- describe how science and technology change communication, transportation, and recreation (2)
- explain how science and technology change the ways in which people meet basic needs (2)
- identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3)
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)
- predict how future scientific discoveries and technological innovations might affect life in Texas (4)

- 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)
- 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)
- predict how future scientific discoveries and technological innovations could affect society in the United States (5)
- give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world (6)
- explain how resources, belief systems, economic factors, and political decisions have affected the use of technology (6)
- make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations (6)
- compare types and uses of technology, past and present (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)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land (7)
- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (7)
- explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts (8)
- analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States (8)
- analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally (8)
- explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west (8)
- compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history (8)
- identify examples of how industrialization changed life in the United States (8)
- identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties (WH)
- summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations (WH)
- explain the impact of the printing press on the Renaissance and the Reformation in Europe (WH)
- describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide (WH)
- explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution (WH)
- explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism (WH)
- explain the effects of major new military technologies on World War I, World War II, and the Cold War (WH)

- explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society (WH)
- evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment (WG)
- analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places (WG)
- examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources (WG)
- describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS) (WG)
- examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development (WG)
- 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 (US)
- explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines (US)
- understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management (US)
- analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States (US)
- explain how space technology and exploration improve the quality of life (US)
- understand 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 (US)

Notable Scientists and Individuals

- identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur (3)
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions (4)
- identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong (5)
- identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr. (7)
- identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle (WH)
- identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt (WH)

Technology and devices skills. The student will develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies (Pre-K.X.A).

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology (K.14; 1.17; 2.18; 3.17; 4.21; 5.24; WH29; WG21; US29). The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology (6.21; 7.21; 8.29). The student uses geographic tools to collect, analyze, and interpret data ((US31). The student is expected to

Acquisition of Information Through a Variety of Sources

- open and navigate through software programs designed to enhance development of appropriate concepts (Pre-K)
- use and name a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM (Pre-K)
- operate voice/sound recorders and touch screens (Pre-K)
- recognize that information is accessible through the use of technology (Pre-K)
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts (K)
- obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music (K–2)
- sequence and categorize information (K–3)
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts (1)
- obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts (2)
- interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting (2)
- use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information (2–3)
- research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources (3)
- interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting (3)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- use appropriate mathematical skills to interpret social studies information such as maps and graphs (3–4; 6–8)
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas (4)
- identify different points of view about an issue, topic, historical event, or current event (4)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- 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 (4–8)
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (5)

- identify different points of view about an issue, topic, or current event (5)
- identify the historical context of an event (5)
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures (6)
- identify different points of view about an issue or current topic (6)
- identify the elements of frame of reference that influenced participants in an event (6)
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps (6–8)
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas (7)
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (7)
- support a point of view on a social studies issue or event (7–8)
- identify bias in written, oral, and visual material (7–8; WH; US)
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author (7–8; WH)
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States (8)
- identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants (8)
- create thematic maps, graphs, charts, models, and databases representing various aspects of the United States (8)
- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases (8)
- identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence (WH)
- explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events (WH)
- explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view (WH)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time (WH)
- construct a thesis on a social studies issue or event supported by evidence (WH)
- use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs (WH)
- analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps (WG)
- locate places of contemporary geopolitical significance on a map (WG)
- create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change (WG)
- use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions (US)

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (US)
- understand how historians interpret the past (historiography) and how their interpretations of history may change over time (US)
- use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (US)
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context (US)
- identify and support with historical evidence a point of view on a social studies issue or event (US)
- use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons (US)
- create thematic maps, graphs, and charts representing various aspects of the United States (US)
- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (US)

Social studies skills. The student communicates in oral and visual forms (K.15). The student communicates in oral, visual, and written forms (1.18). The student communicates in written, oral, and visual forms (2.19; 3.18; 4.22; 5.25; 6.22; 7.22; 8.30; WG22; WH30; US30). The student is expected to

Communication in a Variety of Forms

- create and interpret visuals, including pictures and maps (K)
- express ideas orally based on knowledge and experiences (K-3)
- create and interpret visual and written material (1)
- create written and visual material such as stories, poems, maps, and graphic organizers to express ideas (2)
- use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas (3)
- use standard grammar, spelling, sentence structure, and punctuation (3–6; WH; WG)
- incorporate main and supporting ideas in verbal and written communication (4–5)
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies (4–5)
- use social studies terminology correctly (4–8; WH)
- express ideas orally based on research and experiences (4–6)
- incorporate main and supporting ideas in verbal and written communication based on research (6)
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research (6)
- use proper citations to avoid plagiarism (6)
- use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources (7–8)
- transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate (7–8)
- create written, oral, and visual presentations of social studies information (7–8; US)
- interpret and create written, oral, and visual presentations of social studies information (WH)
- transfer information from one medium to another (WH)

- design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships(WG)
- generate summaries, generalizations, and thesis statements supported by evidence (WG)
- use geographic terminology correctly (WG)
- create original work using proper citations and understanding and avoiding plagiarism (WG)
- use correct social studies terminology to explain historical concepts (US)
- use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate (US)

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings (K.16; 1.19; 2.20; 3.19; 4.23; 5.26; 6.23; 7.23; 8.31; WH31; WG23; US32). The student is expected to

Problem Solving, Decision-Making, and Independent Thinking Skills

- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision (K)
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (K–8; WH; US)
- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision (1–2)
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (3–8; WH; US)
- plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results (WG)
- use case studies and GIS to identify contemporary challenges and to answer real-world questions (WG)
- use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (WG)

“Revised Texas Prekindergarten Guidelines” (2008). Texas Education Agency.