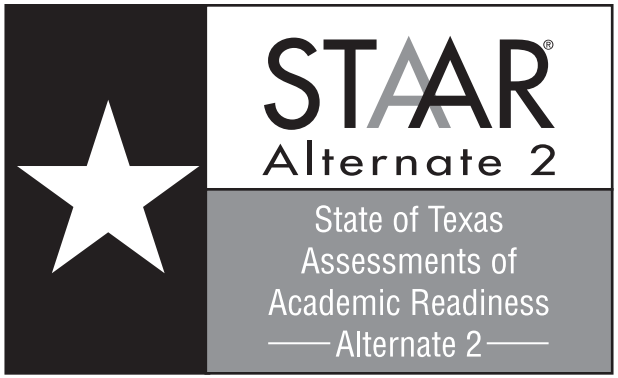

TEKS Curriculum Framework for STAAR Alternate 2

Grade 8 Social Studies

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STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; Readiness Standard (B) 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. Supporting Standard	Recognizes important dates and time periods in U.S. history through 1877.

8.1	**Prerequisite Skills/Links to TEKS Vertical Alignment**

Historical Significance of Patriotic Celebrations and National Landmarks

- explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)
- describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (1)
- identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day (K)

Historical Points of Reference

- 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)
- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7)

Continued

8.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	Application of Critical Thinking Skills • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5) • use social studies terminology correctly (1–7) • gather information, including historical and current events and geographic data about the community using a variety of resources (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • apply the terms year, decade, and century to describe historical times (3) • create and interpret timelines (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • create and interpret timelines for events in the past and present (2) • apply vocabulary related to chronology, including past, present, and future (2) • describe the order of events by using designations of time periods such as historical and present times (2) • use a calendar to describe and measure time in days, weeks, months, and years (1) • use a simple timeline to distinguish among past, present, and future (1) • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1) • place events in chronological order (K)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to (A) identify reasons for English, Spanish, and French exploration and colonization of North America; Readiness Standard (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. Supporting Standard	Recognizes reasons for exploration and colonization.

8.2	**Prerequisite Skills/Links to TEKS Vertical Alignment**

Individuals and Groups Shaping History

- contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas (7)
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain (7)
- describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)
- 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)

Issues and Events Shaping History

- identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo (7)

Historical Points of Reference

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7)

Continued

8.2	**Prerequisite Skills/Links to TEKS Vertical Alignment**

Exploration and Development of Communities, Past and Present

- 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)
- explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals (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)
- summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion (4)
- identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being (3)

Application of Critical Thinking Skills

- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- use social studies terminology correctly (1–7)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)
- gather information, including historical and current events and geographic data about the community using a variety of resources (3)

Continued

8.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	• apply the terms year, decade, and century to describe historical times (3) • create and interpret timelines (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • create and interpret timelines for events in the past and present (2) • apply vocabulary related to chronology, including past, present, and future (2) • describe the order of events by using designations of time periods such as historical and present times (2) • use a calendar to describe and measure time in days, weeks, months, and years (1) • use a simple timeline to distinguish among past, present, and future (1) • sequence and categorize information (K–1) • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) • place events in chronological order (K)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.3) History. The student understands the foundations of representative government in the United States. The student is expected to (A) explain the reasons for the growth of representative government and institutions during the colonial period; Readiness Standard (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; Supporting Standard (C) describe how religion and virtue contributed to the growth of representative government in the American colonies. Supporting Standard	Recognizes the foundations of representative government in the United States.

8.3	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Individuals and Groups Shaping History • describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6) • describe how individuals, events, and ideas have changed communities, past and present (3) • describe how people and events have influenced local community history (2) • identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2) • identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr, who have influenced the state and nation (1) • identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation (K) *Exploration and Development of Communities, Past and Present* • describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams (5)

Continued

8.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	• compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3) *Application of Critical Thinking Skills* • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to (A) 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; Readiness Standard (B) 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, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; Supporting Standard (C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; Readiness Standard (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. Supporting Standard	Recognizes important events, issues, and people relating to the revolutionary era.

8.4	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Historical Significance of Patriotic Celebrations and National Landmarks • identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2) • explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)

Continued

8.4	Prerequisite Skills/Links to TEKS Vertical Alignment

- describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (1)
- explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day (K)

Individuals and Groups Shaping History

- describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution (5)
- describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities (3)
- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)
- compare the lives of historical figures who have influenced the state and nation (1)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)
- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation (K)

Events Prior and During Military and Diplomatic Conflicts

- analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party (5)

Individual Contributions During Wartime

- identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period (5)

Effects of Military and Diplomatic Conflicts

- summarize the results of the American Revolution, including the establishment of the United States (5)

Continued

8.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	Application of Critical Thinking Skills • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • sequence and categorize information (K–1)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system; Readiness Standard (B) summarize arguments regarding protective tariffs, taxation, and the banking system; Supporting Standard (C) explain the origin and development of American political parties; Readiness Standard (D) explain the causes, important events, and effects of the War of 1812; Supporting Standard (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; Readiness Standard (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; Supporting Standard (G) 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. Supporting Standard	Recognizes important challenges faced by the country during its early years.

8.5	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Individuals and Groups Shaping History • describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6) • describe how individuals, events, and ideas have changed communities, past and present (3) • describe how people and events have influenced local community history (2)

Continued

8.5	Prerequisite Skills/Links to TEKS Vertical Alignment

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

Exploration and Development of Communities, Past and Present

- compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)
- identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being (3)

Events Prior and During Military and Diplomatic Conflicts

- describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing (5)

Application of Critical Thinking Skills

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

Continued

8.5	Prerequisite Skills/Links to TEKS Vertical Alignment
	• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • sequence and categorize information (K–1)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; Readiness Standard (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; Readiness Standard (C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States. Readiness Standard	Recognizes westward expansion of the United States and its effects on the development of the nation.

8.6 Prerequisite Skills/Links to TEKS Vertical Alignment

Individuals and Groups Shaping History

- describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities (3)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)
- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)

Issues and Events Shaping History

- 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)

Continued

8.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg (7) • identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850 (7) • analyze the causes of and events leading to Texas annexation such as security and public debt (7) *Effects of Military and Diplomatic Conflicts* • explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War (4) *Exploration and Development of Communities, Past and Present* • identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being (3) *Political Influences* • 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) *Economic Influences* • explain the effects of the railroad industry on life in Texas, including changes to cities and major industries (4) • explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (4) *Social Influences* • identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad (5)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to (A) analyze the impact of tariff policies on sections of the United States before the Civil War; Supporting Standard (B) compare the effects of political, economic, and social factors on slaves and free blacks; Supporting Standard (C) analyze the impact of slavery on different sections of the United States; Readiness Standard (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams. Supporting Standard	Recognizes the causes of U.S. sectional conflict that led to the Civil War.

8.7 Prerequisite Skills/Links to TEKS Vertical Alignment

Individuals and Groups Shaping History

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

Events Prior and During Military and Diplomatic Conflicts

- explain the central role the expansion of slavery played in the involvement of Texas in the Civil War (7)

Economic Influences

- identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States (5)

Social Influences

- explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (5)

Application of Critical Thinking Skills

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines and maps (6-7)
- identify different points of view about an issue or current topic (6)

Continued

8.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • gather information, including historical and current events and geographic data about the community using a variety of resources (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • sequence and categorize information (K–1) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to (A) 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; Supporting Standard (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; Readiness Standard (C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg, the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; Readiness Standard (D) 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. Readiness Standard	Recognizes important people, issues, and events relating to the Civil War.

8.8	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Historical Significance of Patriotic Celebrations and National Landmarks • identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2) *Individuals and Groups Shaping History* • describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)

Continued

8.8	Prerequisite Skills/Links to TEKS Vertical Alignment

- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)
- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K)

Events Prior and During Military and Diplomatic Conflicts

- explain the central role the expansion of slavery played in the involvement of Texas in the Civil War (7)

Individual Contributions During Wartime

- identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch (7)

Effects of Military and Diplomatic Conflicts

- explain the political, economic, and social effects of the Civil War and Reconstruction in Texas (7)

Social Influences

- explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (5)

Application of Critical Thinking Skills

- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)

Continued

8.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; Supporting Standard (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; Supporting Standard (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. Readiness Standard	Recognizes the effects of Reconstruction on the United States.

8.9 Prerequisite Skills/Links to TEKS Vertical Alignment

Individuals and Groups Shaping History

- describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- describe how people and events have influenced local community history (2)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)

Events Prior and During Military and Diplomatic Conflicts

- describe the impact of the Civil War and Reconstruction on Texas (4)

Application of Critical Thinking Skills

- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)

Continued

8.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries; Supporting Standard (B) compare places and regions of the United States in terms of physical and human characteristics; Readiness Standard (C) analyze the effects of physical and human geographic factors such as wealth landforms, waterways, transportation, and communication on major historical events in the United States. Readiness Standard	Recognizes the physical characteristics of the United States and the effects of these on historical events.

8.10	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Geographic Location Using Tools • identify the location of major world countries for each of the world region (6) • identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions (6) • explain ways in which human migration influences the character of places and regions (6) • identify and explain the geographic factors responsible for patterns of population in places and regions (6) • use cardinal and intermediate directions to locate places on maps and globes in relation to the local community (3) • locate and explore the community, Texas, and the United States on maps and globes (1) • describe the location of self and objects relative to other locations in the classroom and school using spatial terms (1) • locate places using the four cardinal directions (1) • locate places on the school campus and describe their relative locations (K) • use spatial terms, including over, under, near, far, left, and right, to describe relative location (K)

Continued

8.10	Prerequisite Skills/Links to TEKS Vertical Alignment

Relationship between People and Physical Environment

- 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)
- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)
- identify and analyze ways people have adapted to the physical environment in various places and regions (6)
- describe ways people have been impacted by physical processes such as earthquakes and climate (6)
- describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs (5)
- explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4)
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (4)
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)

Geographic Influence on History

- identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships (6)
- explain the geographic factors responsible for the location of economic activities in places and regions (6)

Population and Settlement Patterns

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

Characteristics of Places and Regions

- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7)
- locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest (7)
- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions (7)

Continued

8.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	• create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains (5) • locate on a map important political features such as the five largest cities by population in the United States and the 50 states (5) • describe regions in the United States based on physical characteristics such as landform, climate, and vegetation (5) • describe political and economic regions in the United States that result from patterns of human activity (5) • compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) (4) • identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities (4) • locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes (2) • identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes (2) • identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities (1) • identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather (1) • identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities (K) • identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather (K) **Geography skills** • identify and create common features in the natural environment (Pre-K)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; Readiness Standard (B) describe the positive and negative consequences of human modification of the physical environment of the United States. Supporting Standard	Recognizes the physical characteristics of North America and how humans adapted to and modified the environment.

8.11 Prerequisite Skills/Links to TEKS Vertical Alignment

Relationship between People and Physical Environment

- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure (6)
- identify and analyze ways people have adapted to the physical environment in various places and regions (6)
- describe ways people have been impacted by physical processes such as earthquakes and climate (6)
- analyze the positive and negative consequences of human modification of the environment in the United States (5)
- describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs (5)
- compare the positive and negative consequences of human modification of the environment in Texas, past and present (4)
- explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4)
- 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)
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)

Continued

8.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3) • identify ways people can conserve and replenish Earth's resources (2) • identify consequences of human modification of the physical environment (2) • identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2) *Population and Settlement Patterns* • analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5) • explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5) • identify and describe the patterns of settlement such as rural, urban, and suburban (5) • explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present (4) • identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods (4) *Characteristics of Places and Regions* • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7) • describe political and economic regions in the United States that result from patterns of human activity (5) • identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities (1) • identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities (K)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.23) Culture. 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. The student is expected to (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; Readiness Standard (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs; Supporting Standard (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed; Supporting Standard (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; Supporting Standard (E) identify the political, social, and economic contributions of women to American society. Supporting Standard	Recognizes the relationships among people from various groups and their effects on American society.

8.23	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Impact of Diversity • 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) • describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture (7) • explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations (7) • identify and explain examples of conflict and cooperation between and among cultures (6) • analyze the experiences and contributions of diverse groups to multicultural societies (6) • identify and describe common traits that define cultures and culture regions (6)

Continued

8.23	Prerequisite Skills/Links to TEKS Vertical Alignment

- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (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 in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio (4)
- compare ethnic and/or cultural celebrations in the local community with other communities (3)
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities (3)
- compare ethnic and/or cultural celebrations (2)
- identify the significance of various ethnic and/or cultural celebrations (2)
- describe and explain the importance of beliefs, language, and traditions of families and communities (1)
- identify similarities and differences among people such as kinship, laws, and religion (K)

Cultural Effects on Institutions

- 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)
- explain the relationship among religious ideas, philosophical ideas, and cultures (6)

Individuals and Groups Who Have Affected Culture

- identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes (3)
- identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains (3)

Application of Critical Thinking Skills

- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)

Continued

8.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	• analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • gather information, including historical and current events and geographic data about the community using a variety of resources (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1) • sequence and categorize information (K–1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.24) Culture. The student understands the major reform movements of the 19th century. The student is expected to (A) describe and evaluate the historical development of the abolitionist movement; Readiness Standard (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled. Readiness Standard	Recognizes the development and impact of reform movements.

8.24 Prerequisite Skills/Links to TEKS Vertical Alignment

Impact of Diversity

- analyze the experiences and contributions of diverse groups to multicultural societies (6)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (5)
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)

Cultural Diffusion

- identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development (6)

Individuals and Groups Who Have Affected Culture

- identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes (3)
- identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains (3)

Application of Critical Thinking Skills

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

Continued

8.24	Prerequisite Skills/Links to TEKS Vertical Alignment
	• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.25) Culture. The student understands the impact of religion on the American way of life. The student is expected to (A) trace the development of religious freedom in the United States; Supporting Standard (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; Supporting Standard (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. Readiness Standard	Recognizes the impact of religion on American society.

8.25	**Prerequisite Skills/Links to TEKS Vertical Alignment**

Impact of Diversity

- 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)
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture (7)
- explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations (7)
- identify and explain examples of conflict and cooperation between and among cultures (6)
- analyze the experiences and contributions of diverse groups to multicultural societies (6)
- identify and describe common traits that define cultures and culture regions (6)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (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 in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio (4)
- compare ethnic and/or cultural celebrations in the local community with other communities (3)

Continued

8.25	Prerequisite Skills/Links to TEKS Vertical Alignment

- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities (3)
- compare ethnic and/or cultural celebrations (2)
- identify the significance of various ethnic and/or cultural celebrations (2)
- describe and explain the importance of beliefs, language, and traditions of families and communities (1)
- identify similarities and differences among individuals such as kinship and religion (K)

Cultural Diffusion

- identify the impact of cultural diffusion on individuals and world societies (6)
- identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development (6)

Cultural Effects on Institutions

- explain the relationship among religious ideas, philosophical ideas, and cultures (6)
- analyze the efforts and activities institutions use to sustain themselves over time (6)
- identify institutions basic to all societies, including government, economic, educational, and religious institutions (6)

Application of Critical Thinking Skills

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to (A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature; Supporting Standard (B) analyze the relationship between the arts and continuity and change in the American way of life. Supporting Standard	Recognizes the relationship between the arts and American culture.

8.26 Prerequisite Skills/Links to TEKS Vertical Alignment

Impact of Diversity

- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote (7)
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts (7)
- analyze the experiences and contributions of diverse groups to multicultural societies (6)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (5)
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)
- explain the way folktales and legends reflect beliefs, language, and traditions of communities (1)

The Arts in Society

- identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time (6)
- explain the relationships that exist between societies and their architecture, art, music, and literature (6)
- explain how examples of art, music, and literature reflect the times during which they were created (5)
- 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)

Continued

8.26	Prerequisite Skills/Links to TEKS Vertical Alignment

Individuals and Groups Who Have Affected Culture

- 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)

Application of Critical Thinking Skills

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)
- sequence and categorize information (K–1)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers on the U.S. system of government; Readiness Standard (B) summarize the strengths and weaknesses of the Articles of Confederation; Supporting Standard (C) 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; Readiness Standard (D) 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. Readiness Standard (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America. Supporting Standard.	Recognizes the ideas and principles reflected in historic documents important to U.S. history.

8.15	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Structure and Functions of Government • describe the structure and functions of government at municipal, county, and state levels (7) • identify services commonly provided by local, state, and national governments (3) • identify local, state, and national government officials and explain how they are chosen (3) • describe the basic structure of government in the local community, state, and nation (3)

Continued

8.15	Prerequisite Skills/Links to TEKS Vertical Alignment

- identify ways that public officials are selected, including election and appointment to office (2)
- compare the roles of public officials, including mayor, governor, and president (2)
- identify functions of governments such as establishing order, providing security, and managing conflict (2)
- identify and describe the roles of public officials in the community, state, and nation (1)
- identify the responsibilities of authority figures in the home, school, and community (1)
- identify rules and laws that establish order, provide security, and manage conflict (1)
- explain the purpose for rules and laws in the home, school, and community (1)
- explain how authority figures enforce rules (K)
- identify rules that provide order, security, and safety in the home and school (K)
- identify purposes for having rules (K)

Political and Legal Systems

- identify reasons for limiting the power of government (6)
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (5)
- identify and explain the basic functions of the three branches of government (5)
- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses (5)

Historical Documents

- 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 how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (7)
- explain the reasons for the creation of the Bill of Rights and its importance (5)
- explain the purposes of the U.S. Constitution as identified in the Preamble (5)
- explain the purposes, key elements, and importance of the Declaration of Independence (5)
- 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 and explain the basic functions of the three branches of government according to the Texas Constitution (4)
- identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution (4)
- describe the concept of "consent of the governed." (3)
- identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to (A) summarize the purposes for amending the U.S. Constitution; Readiness Standard (B) describe the impact the 13th, 14th, and 15th amendments. Readiness Standard	Recognizes how the U.S. Constitution may be amended and the impact of selected constitutional amendments.

8.16 Prerequisite Skills/Links to TEKS Vertical Alignment

Structure and Functions of Government

- identify functions of governments such as establishing order, providing security, and managing conflict (2)
- identify rules and laws that establish order, provide security, and manage conflict (1)
- explain the purpose for rules and laws in the home, school, and community (1)
- identify purposes for having rules (K)

Historical Documents

- compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights (7)
- explain the reasons for the creation of the Bill of Rights and its importance (5)
- 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 purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)

Application of Critical Thinking Skills

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)

Continued

8.16	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; Readiness Standard (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. Readiness Standard	Recognizes the powers of the national and states governments under the U.S. federal system.

8.17 Prerequisite Skills/Links to TEKS Vertical Alignment

Structure and Functions of Government

- describe the structure and functions of government at municipal, county, and state levels (7)
- identify services commonly provided by local, state, and national governments (3)
- identify functions of governments such as establishing order, providing security, and managing conflict (2)

Political and Legal Systems

- distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)

Application of Critical Thinking Skills

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)

Continued

8.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • sequence and categorize information (K–1) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K–1)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to (A) identify the origin of judicial review; Supporting Standard (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury* v. *Madison*, *McCulloch* v. *Maryland*, and *Gibbons* v. *Ogden*; Supporting Standard (C) evaluate the impact of the landmark Supreme Court decision *Dred Scott* v. *Sandford* on life in the United States. Supporting Standard	Recognizes the origin of judicial review and the impact of important U.S. Supreme Court decisions.

8.18 Prerequisite Skills/Links to TEKS Vertical Alignment

Structure and Functions of Government

- describe the structure and functions of government at municipal, county, and state levels (7)
- compare the roles of public officials, including mayor, governor, and president (2)
- identify and describe the roles of public officials in the community, state, and nation (1)

Political and Legal Systems

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

Historical Documents

- 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 how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (7)
- identify and explain the basic functions of the three branches of government according to the Texas Constitution (4)

Continued

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to (A) define and give examples of unalienable rights; Readiness Standard (B) summarize rights guaranteed in the Bill of Rights; Readiness Standard (C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries. Supporting Standard	Recognizes the rights and responsibilities of U.S. citizens.

8.19 Prerequisite Skills/Links to TEKS Vertical Alignment

Roles, Responsibilities and Rights of Citizens

- explain civic responsibilities of Texas citizens and the importance of civic participation (7)
- explain rights of Texas citizens (7)
- explain relationships among rights, responsibilities, and duties in societies with representative governments (6)
- identify and explain the duty of civic participation in societies with representative governments (6)
- identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals (4)
- explain the duty of the individual in state and local elections such as being informed and voting (4)
- explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects (4)
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)
- identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting (3)
- identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship (3)

Continued

8.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify ways to actively practice good citizenship, including involvement in community service (2) • identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2) • 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 and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt (1) *Concepts of Human Rights* • 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)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to (A) evaluate the contributions of the Founding Fathers as models of civic virtue; Supporting Standard (B) 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. Supporting Standard	Recognizes the importance of individual participation in the democratic process.

8.20 Prerequisite Skills/Links to TEKS Vertical Alignment

Roles, Responsibilities and Rights of Citizens

- identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals (4)
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)
- identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship (3)
- identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2)
- identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt (1)

Leadership

- identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and
- Raul A. Gonzalez Jr (7)
- 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)

Continued

8.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	• identify leadership qualities of national leaders, past and present (5) • identify leadership qualities of state and local leaders, past and present (4) *Application of Critical Thinking Skills* • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1) **Citizenship skills** • engage in voting as a method for group decision-making (Pre-K)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to (A) identify different points of view of political parties and interest groups on important historical issues; Supporting Standard (B) describe the importance of free speech and press in a constitutional republic; Supporting Standard (C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act. Supporting Standard	Recognizes the importance of the expression of different points of view on historical issues.

8.21	**Prerequisite Skills/Links to TEKS Vertical Alignment**

Roles, Responsibilities and Rights of Citizens

- describe the importance of free speech and press in a democratic society (7)
- identify different points of view of political parties and interest groups on important Texas issues, past and present (7)

Concepts of Human Rights

- 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)

Application of Critical Thinking Skills

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

Continued

8.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; Supporting Standard (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton. Supporting Standard	Recognizes the importance of effective leadership and the contributions of significant leaders of the United States.

8.22 Prerequisite Skills/Links to TEKS Vertical Alignment

Roles, Responsibilities and Rights of Citizens

- identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals (4)
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)
- identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship (3)
- identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2)
- 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 and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt (1)

Continued

8.22	Prerequisite Skills/Links to TEKS Vertical Alignment
	Leadership • identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and • Raul A. Gonzalez Jr (7) • 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 leadership qualities of national leaders, past and present (5) • identify leadership qualities of state and local leaders, past and present (4) *Application of Critical Thinking Skills* • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to (A) identify economic differences among different regions of the United States; Supporting Standard (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; Readiness Standard (C) analyze the causes and effects of economic differences among different regions of the United States at selected times. Readiness Standard	Recognizes the development of different patterns of economic activity among various U.S. regions.

8.12 Prerequisite Skills/Links to TEKS Vertical Alignment

Evolution of Economic Systems Based on Human Need

- compare ways in which various societies organize the production and distribution of goods and services (6)
- explain the choices people can make about earning, spending, and saving money (2)
- describe similarities and differences in ways families meet basic human needs (1)

Factors Influencing Economies

- explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6)
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)
- analyze the effects of immigration and migration on the economic development and growth of the United States (5)
- identify and explain how geographic factors have influenced the location of economic activities in the United States (5)
- compare how people in different regions of the United States earn a living, past and present (5)

Development and Operation of Economic Systems

- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (7)
- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)

Continued

8.12	Prerequisite Skills/Links to TEKS Vertical Alignment

- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- explain the economic patterns of early European colonies (5)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas (4)
- explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas (4)
- identify how people in different regions of Texas earn their living, past and present (4)

Application of Critical Thinking Skills

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)
- sequence and categorize information (K–1)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1)

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to (A) analyze the economic effects of the War of 1812; Supporting Standard (B) identify the economic factors that brought about rapid industrialization and urbanization. Readiness Standard	Recognizes the causes of industrialization and urbanization in the United States.

8.13 Prerequisite Skills/Links to TEKS Vertical Alignment

Evolution of Economic Systems Based on Human Need

- explain the choices people can make about earning, spending, and saving money (2)
- describe how various jobs contribute to the production of goods and services (1)
- identify the role of markets in the exchange of goods and services (1)
- identify ways people exchange goods and services (1)
- explain how basic human needs and wants can be met (K)

Factors Influencing Economies

- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)
- analyze the effects of immigration and migration on the economic development and growth of the United States (5)
- identify and explain how geographic factors have influenced the location of economic activities in the United States (5)

Development and Operation of Economic Systems

- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (7)
- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)
- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)

Continued

8.13	Prerequisite Skills/Links to TEKS Vertical Alignment
	• explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas (4) • identify examples of the benefits of the free enterprise system such as choice and opportunity (4) *Application of Critical Thinking Skills* • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2) • sequence and categorize information (K–1) • gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1)

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; Supporting Standard (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877. Supporting Standard	Recognizes the development of the free enterprise system in the United States.

8.14 Prerequisite Skills/Links to TEKS Vertical Alignment

Evolution of Economic Systems Based on Human Need

- understand the importance of ethics in maintaining a functional free enterprise system (6)
- compare ways in which various societies organize the production and distribution of goods and services (6)
- explain the choices people can make about earning, spending, and saving money (2)
- identify the role of markets in the exchange of goods and services (1)
- identify ways people exchange goods and services (1)
- explain how basic human needs and wants can be met (K)

Development and Operation of Economic Systems

- give examples of the benefits of the free enterprise system in the United States (5)
- describe how the free enterprise system works in the United States (5)
- identify the development of the free enterprise system in colonial America and the United States (5)
- explain the economic patterns of early European colonies (5)
- identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas (4)
- identify examples of the benefits of the free enterprise system such as choice and opportunity (4)

Continued

8.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	• describe how the free enterprise system works, including supply and demand (4) • describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom (4) *Application of Critical Thinking Skills* • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts; Readiness Standard (B) analyze how technological innovations changed the way goods were manufactured and distributed nationally and internationally; Supporting Standard (C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. Supporting Standard	Recognizes the impact of scientific discoveries and technological innovation on the economic growth of the United States.

8.27 **Prerequisite Skills/Links to TEKS Vertical Alignment**

Impact of Science and Technology on Society

- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (7)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land (7)
- analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries (7)
- identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)
- explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States (5)
- 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)
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)

Continued

8.27	Prerequisite Skills/Links to TEKS Vertical Alignment

- describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3)
- explain how science and technology have affected the ways in which people meet basic needs (2)
- describe how technology has affected communication, transportation, and recreation (1)
- describe how technology has affected the ways families live (1)
- describe how his or her life might be different without modern technology (K)
- describe how technology helps accomplish specific tasks and meet people's needs (K)

Notable Scientists and Individuals

- identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong (5)
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions (4)

Application of Critical Thinking Skills

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

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	**Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations**
(8.28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; Supporting Standard (B) identify examples of how industrialization changed life in the United States. Supporting Standard	Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.

8.28 Prerequisite Skills/Links to TEKS Vertical Alignment

Impact of Science and Technology on Society

- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (7)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land (7)
- analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries (7)
- explain how resources, economic factors, and political decisions affect the use of technology (6)
- identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)
- 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)
- 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)
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)
- describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3)
- explain how science and technology have affected the ways in which people meet basic needs (2)

Continued

8.28	Prerequisite Skills/Links to TEKS Vertical Alignment

- describe how science and technology have affected communication, transportation, and recreation (2)
- describe how technology has affected communication, transportation, and recreation (1)
- describe how technology has affected the ways families live (1)
- describe how his or her life might be different without modern technology (K)
- describe how technology helps accomplish specific tasks and meet people's needs (K)

Notable Scientists and Individuals

- identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong (5)
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions (4)

Application of Critical Thinking Skills

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

Standards for social studies skills can be incorporated in reporting categories 1–4
TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations
(8.29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; (D) identify bias and points of view created by the historical context surrounding an event; (E) support a point of view on a social studies issue or event; (H) pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.

8.29	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Application of Critical Thinking Skills • support a point of view on a social studies issue or event (7) • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7) • differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas (7) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-7) • identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures (6) • identify the historical context of an event (5)

Continued

8.29	Prerequisite Skills/Links to TEKS Vertical Alignment

- differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (5)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas (4)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- gather information, including historical and current events and geographic data about the community using a variety of resources (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)
- sequence and categorize information (K–1)
- gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance (K-1)

Technology and device skills

- open and navigate through digital learning applications and programs (Pre-K)
- use, operate, and name a variety of digital tools (Pre-K)
- use technology to access appropriate information (Pre-K)

Standards for social studies skills can be incorporated in reporting categories 1–4	
TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
(8.30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to (A) use social studies terminology correctly.	
8.30	**Prerequisite Skills/Links to TEKS Vertical Alignment**
	Application of Critical Thinking Skills • use social studies terminology correctly (1–7) • apply the terms year, decade, and century to describe historical times (3) • create and interpret timelines (3) • create and interpret timelines for events in the past and present (2) • apply vocabulary related to chronology, including past, present, and future (2) • describe the order of events by using designations of time periods such as historical and present times (2) • use a calendar to describe and measure time in days, weeks, months, and years (1) • use a simple timeline to distinguish among past, present, and future (1) • use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K) • place events in chronological order (K)