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TEKS Curriculum Framework for STAAR Alternate 2

# United States History



## STAAR Alternate 2 Social Studies Instructional Terms

The curriculum that will be assessed each year for STAAR Alternate 2 is determined by the essence statements that are selected for each administration. Teachers should refer to the Curriculum Framework documents for each selected essence statement to locate the prerequisite skills that are linked to that essence statement. Instruction should focus on the listed prerequisite skills. The teacher should determine what skills have been mastered and which need to be taught according to the developmental level of the student. The goal should be to assist the student in attaining the highest academic level the student is capable of within a given year. In addition to the prerequisite skills, there are instructional terms that students will need exposure to during instruction. The following list includes the terms for all the essence statements and not just the ones selected for a given administration. Students need to become familiar with these terms as the student is developmentally able to comprehend the content. Students in higher grades need to also know the terms presented in earlier grades.

### Grade 8 Social Studies

explorer/exploration	landmark
reasons for immigration/migration	timeline: past/present
colonists/colonization/British/England/Pilgrim	modes of transportation throughout history
settled/settlement	technology advances
community workers	landforms: island, volcano, canyon, mountain
rural/urban	bodies of water: rivers, oceans, lakes, seas
population	erosion/modified environments
citizen/citizenship	climate
traditions/celebrations	environment/habitat
culture/cultural	geographic regions: Great Plains, Mountains and Basins, North Central Plains, Coastal Plains
influence	
freedom/religious freedom	producer vs. consumer/goods and services
civil rights/equal rights	scarcity/supply/demand
U.S. Constitution	directions: north, south, east, west
branches of government: executive, legislative, judicial	budget: income, expenses, savings
voting process: election, registration, becoming informed, ballot	United States/American

### U. S. History

freedom: personal freedom, freedom of speech, exercising rights	forms of communication throughout history
Bill of Rights	irrigation
boycott, protest	wind turbine
amendment/amendments	oil refinery/crude oil/fuel
governmental agency: local, state, federal	industry
government leaders: president, governor, mayor	consequence
authority figures	pollution
service project/volunteer	technology: robotic, satellite
tariff/taxes	invention
export/import/trade	space exploration
natural resources	counter-culture movement
national anthem	



<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (1) History.</b> The student understands the principles included in the Celebrate Freedom Week program. The student is expected to</p> <p>(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; Supporting Standard</p> <p>(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; Supporting Standard</p> <p>(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. Supporting Standard</p>	<p>Recognizes the importance of the Declaration of Independence and the U.S. Constitution.</p>
<b>US.1 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.1</b>	<p><i>Establishment of the U.S. Constitution</i></p> <ul style="list-style-type: none"> <li>• analyze the arguments for and against ratification</li> <li>• analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise</li> <li>• explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783</li> <li>• explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington</li> <li>• 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</li> <li>• describe how religion and virtue contributed to the growth of representative government in the American colonies</li> <li>• analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government</li> </ul>

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US.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain the reasons for the growth of representative government and institutions during the colonial period</li> <li>• identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution</li> <li>• identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation</li> </ul> <p><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul style="list-style-type: none"> <li>• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li> <li>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li> <li>• compare the observance of holidays and celebrations, past and present</li> <li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li> <li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li> <li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li> </ul> <p><i>Individuals and Groups Shaping History</i></p> <ul style="list-style-type: none"> <li>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</li> <li>• identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</li> <li>• identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</li> <li>• identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</li> <li>• compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</li> <li>• evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</li> <li>• identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution</li> <li>• identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</li> </ul>

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US.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</li> <li>• compare the ways of life of American Indian groups in Texas and North America before European exploration</li> <li>• describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</li> <li>• identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</li> <li>• explain the possible origins of American Indian groups in Texas and North America</li> <li>• describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities</li> <li>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>• describe how individuals, events, and ideas have changed communities, past and present</li> <li>• explain how people and events have influenced local community history</li> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Exploration and Development of Communities, Past and Present</i></p> <ul style="list-style-type: none"> <li>• compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</li> <li>• identify reasons for European exploration and colonization of North America</li> <li>• describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> <li>• 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</li> </ul>

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US.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• 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</li><li>• identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li><li>• explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li><li>• identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</li><li>• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li><li>• compare ways in which various other communities meet their needs</li><li>• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li><li>• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.



<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (2) History.</b> The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to</p> <p>(A) identify the major characteristics that define an historical era; Supporting Standard</p> <p>(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; Readiness Standard</p> <p>(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; Supporting Standard</p> <p>(D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (<i>Sputnik</i> launch ignites U.S.-Soviet space race), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). Supporting Standard</p>	<p>Recognizes important dates and time periods in U.S. history from 1877 to the present.</p>
<b>US.2 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.2</b>	<p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>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</li> <li>identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> </ul>

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US.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</li> <li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li> <li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li> </ul> <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> <li>• apply the terms year, decade, and century to describe historical times</li> <li>• create and interpret timelines</li> <li>• use vocabulary related to chronology, including past, present, and future times</li> <li>• describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> <li>• identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>• create and interpret timelines for events in the past and present</li> <li>• apply vocabulary related to chronology, including past, present, and future</li> <li>• describe the order of events by using designations of time periods such as historical and present times</li> <li>• create a calendar and simple timeline</li> <li>• describe and measure calendar time by days, weeks, months, and years</li> <li>• distinguish among past, present, and future</li> <li>• use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> <li>• place events in chronological order</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• organize their life around events, time, and routines</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (3) History.</b> The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:</p> <p>(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism; Readiness Standard</p> <p>(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; Readiness Standard</p> <p>(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; Readiness Standard</p> <p>(D) describe the optimism of the many immigrants who sought a better life in America. Supporting Standard</p>	<p>Recognizes important political, economic, and social issues in the United States from 1877 to 1898.</p>
<b>US.3 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.3</b>	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> <li>• identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</li> </ul>

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US.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain the causes, important events, and effects of the War of 1812</li> <li>• explain the origin and development of American political parties</li> <li>• describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government</li> <li>• identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny</li> <li>• describe the causes and effects of the War of 1812</li> <li>• describe the impact of the Civil War and Reconstruction on Texas</li> </ul> <p><i>Economic Influences</i></p> <ul style="list-style-type: none"> <li>• explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups</li> <li>• analyze the impact of tariff policies on sections of the United States before the Civil War</li> <li>• summarize arguments regarding protective tariffs, taxation, and the banking system</li> <li>• explain how industry and the mechanization of agriculture changed the American way of life</li> <li>• identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States</li> <li>• identify the impact of railroads on life in Texas, including changes to cities and major industries</li> <li>• explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson</li> </ul> <p><i>Social Influences</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of slavery on different sections of the United States</li> <li>• compare the effects of political, economic, and social factors on slaves and free blacks</li> <li>• 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</li> <li>• identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups</li> <li>• identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution</li> <li>• identify reasons people moved west</li> <li>• examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo</li> </ul> <p><i>Individuals and Groups Shaping History</i></p> <ul style="list-style-type: none"> <li>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</li> </ul>

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US.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</li> <li>• identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</li> <li>• identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</li> <li>• compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</li> <li>• evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</li> <li>• identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution</li> <li>• identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</li> <li>• identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</li> <li>• compare the ways of life of American Indian groups in Texas and North America before European exploration</li> <li>• describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</li> <li>• identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</li> <li>• explain the possible origins of American Indian groups in Texas and North America</li> <li>• describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities</li> <li>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>• describe how individuals, events, and ideas have changed communities, past and present</li> <li>• explain how people and events have influenced local community history</li> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> </ul>

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US.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Issues and Events Shaping History</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> </ul>

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<b>US.3</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li><li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li><li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li><li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li><li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (4) History.</b> The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to</p> <p>(A) explain why significant events, policies, and individuals, such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Stanford B. Doyle, and missionaries moved the United States into the position of a world power; Readiness Standard</p> <p>(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; Supporting Standard</p> <p>(C) identify the causes of World War I and reasons for U.S. entry; Readiness Standard</p> <p>(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing; Supporting Standard</p> <p>(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front; Supporting Standard</p> <p>(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles; Readiness Standard</p> <p>(G) analyze significant events such as the Battle of Argonne Forest. Supporting Standard</p>	<p>Recognizes important factors that contributed to the United States becoming a world power.</p>
<b>US.4 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.4</b>	<p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> <li>explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> </ul>

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**US.4****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs
- trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin
- identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party

*Individual Contributions During Wartime*

- 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
- 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
- identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch
- explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto
- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis
- identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones
- summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza

*Effects of Military and Diplomatic Conflicts*

- analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas
- explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas
- summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military
- explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War
- describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers
- analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto

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US.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="199 232 1060 259"><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul data-bbox="220 267 1974 592" style="list-style-type: none"><li data-bbox="220 267 1974 332">• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li><li data-bbox="220 341 1974 406">• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li><li data-bbox="220 414 1974 446">• compare the observance of holidays and celebrations, past and present</li><li data-bbox="220 454 1974 519">• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li data-bbox="220 527 1974 560">• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li data-bbox="220 568 1974 592">• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (5) History.</b> The student understands the effects of reform and third-party movements in the early 20<sup>th</sup> century. The student is expected to</p> <p>(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> amendments; Readiness Standard</p> <p>(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. DuBois, on American society; Supporting Standard</p> <p>(C) evaluate the impact of third parties, including the Populist and Progressive parties. Supporting Standard</p>	<p>Recognizes the impact of reform and third-party movements in the United States.</p>
<b>US.5 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.5</b>	<p><i>Individuals and Groups Shaping History</i></p> <ul style="list-style-type: none"> <li>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</li> <li>• identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</li> <li>• identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</li> <li>• identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</li> <li>• compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</li> <li>• evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</li> <li>• identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution</li> </ul>

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<b>US.5</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</li> <li>• identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</li> <li>• compare the ways of life of American Indian groups in Texas and North America before European exploration</li> <li>• describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</li> <li>• identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</li> <li>• explain the possible origins of American Indian groups in Texas and North America</li> <li>• describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities</li> <li>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>• describe how individuals, events, and ideas have changed communities, past and present</li> <li>• explain how people and events have influenced local community history</li> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul>

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US.5	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 224 615 253"><i>Issues and Events Shaping History</i></p> <ul data-bbox="226 264 1955 1385" style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> <li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> </ul>

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<b>US.5</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li><li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (6) History.</b> The student understands significant, events, social issues, and individuals of the 1920s. The student is expected to</p> <p>(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; Readiness Standard</p> <p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh. Supporting Standard</p>	<p>Recognizes important events, issues and people related to the 1920s.</p>
<b>US.6 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.6</b>	<p><i>Individuals and Groups Shaping History</i></p> <ul style="list-style-type: none"> <li>• describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White</li> <li>• identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups</li> <li>• identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas</li> <li>• identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain</li> <li>• compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern</li> <li>• evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present</li> <li>• identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution</li> </ul>

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US.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</li> <li>• identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</li> <li>• compare the ways of life of American Indian groups in Texas and North America before European exploration</li> <li>• describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo</li> <li>• identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano</li> <li>• explain the possible origins of American Indian groups in Texas and North America</li> <li>• describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities</li> <li>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>• describe how individuals, events, and ideas have changed communities, past and present</li> <li>• explain how people and events have influenced local community history</li> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Issues and Events Shaping History</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> </ul>

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US.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> <li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> <li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li> <li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (7) History.</b> The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to</p> <p>(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pear Harbor; Readiness Standard</p> <p>(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry’s rapid mobilization for the war effort; Supporting Standard</p> <p>(C) analyze the function of the U.S. Office of War Information; Supporting Standard</p> <p>(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons; Readiness Standard</p> <p>(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps; Supporting Standard</p> <p>(F) evaluate military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; Supporting Standard</p> <p>(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities. Readiness Standard</p>	<p>Recognizes the impact of U.S. participation in World War II.</p>

**US.7****Prerequisite Skills/Links to TEKS Vertical Alignment***Events Prior and During Military and Diplomatic Conflicts*

- explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln
- explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs
- trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin
- identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party

*Individual Contributions During Wartime*

- 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
- 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
- identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch
- explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto
- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis
- identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
- identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones
- summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza

*Effects of Military and Diplomatic Conflicts*

- analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas
- explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas
- summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military

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US.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War</li> <li>• describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers</li> <li>• analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</li> </ul> <p><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul style="list-style-type: none"> <li>• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li> <li>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li> <li>• compare the observance of holidays and celebrations, past and present</li> <li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li> <li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li> <li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States (8) History.</b> The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to</p> <p>(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy’s role in the Cuban Missile Crisis; Readiness Standard</p> <p>(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers; Supporting Standard</p> <p>(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; Readiness Standard</p> <p>(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; Readiness Standard</p> <p>(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; Supporting Standard</p> <p>(F) describe the responses to the Vietnam War such as the draft, the 26<sup>th</sup> Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. Readiness Standard</p>	<p>Recognizes the impact of national and international decisions and conflicts during the Cold War on the United States.</p>
<b>US.8 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.8</b>	<p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> <li>explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> </ul>

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US.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs</li> <li>• trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</li> <li>• identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul> <p><i>Individual Contributions During Wartime</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch</li> <li>• explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto</li> <li>• explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis</li> <li>• identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period</li> <li>• identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones</li> <li>• summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza</li> </ul> <p><i>Effects of Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas</li> <li>• explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas</li> <li>• summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military</li> <li>• explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War</li> <li>• describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers</li> <li>• analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto</li> </ul>

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US.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 215 1062 248"><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul data-bbox="226 256 1969 581" style="list-style-type: none"><li data-bbox="226 256 1919 321">• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li><li data-bbox="226 329 1969 394">• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li><li data-bbox="226 402 1184 435">• compare the observance of holidays and celebrations, past and present</li><li data-bbox="226 443 1808 508">• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li data-bbox="226 516 1730 548">• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li data-bbox="226 557 1730 581">• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (9) History.</b> The student understands the impact of the American civil rights movement. The student is expected to</p> <p>(A) trace the historical development of the civil rights movement in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries, including the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> amendments; Readiness Standard</p> <p>(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women’s, and other civil rights movements; Supporting Standard</p> <p>(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan; Supporting Standard</p> <p>(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.; Supporting Standard</p> <p>(E) discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech and “Letter from Birmingham Jail” on the civil rights movements; Supporting Standard</p> <p>(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965; Readiness Standard</p> <p>(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the congressional bloc of southern Democrats, that sought to maintain the status quo; Supporting Standard</p> <p>(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; Readiness Standard</p>	<p>Recognizes the impact of the American civil rights movement.</p>

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(I) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement. Supporting Standard

**US.9 Prerequisite Skills/Links to TEKS Vertical Alignment**

*Individuals and Groups Shaping History*

- describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
- identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups
- identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain
- compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern
- evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present
- identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution
- identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals
- compare the ways of life of American Indian groups in Texas and North America before European exploration
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano

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US.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain the possible origins of American Indian groups in Texas and North America</li> <li>• describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities</li> <li>• identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</li> <li>• describe how individuals, events, and ideas have changed communities, past and present</li> <li>• explain how people and events have influenced local community history</li> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Issues and Events Shaping History</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> </ul>

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US.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> <li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> <li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li> <li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (10) History.</b> The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to</p> <p>(A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente; Supporting Standard</p> <p>(B) describe Ronald Reagan’s leadership in domestic and international policies, including Reaganomics and Peace Through Strength; Supporting Standard</p> <p>(C) compare the impact of energy on the American way of life over time; Supporting Standard</p> <p>(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; Readiness Standard</p> <p>(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; Supporting Standard</p> <p>(F) describe significant societal issues of this time period. Supporting Standard</p>	<p>Recognizes the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990.</p>
<b>US.10 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> </ul>

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**US.10****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain the causes and effects of the U.S.-Mexican War and their impact on the United States
- analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation
- explain the political, economic, and social roots of Manifest Destiny
- explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States
- explain the impact of the election of Andrew Jackson, including expanded suffrage
- identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine
- explain the causes, important events, and effects of the War of 1812
- explain the origin and development of American political parties
- describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government
- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- describe the causes and effects of the War of 1812
- describe the impact of the Civil War and Reconstruction on Texas

*Economic Influences*

- explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- analyze the impact of tariff policies on sections of the United States before the Civil War
- summarize arguments regarding protective tariffs, taxation, and the banking system
- explain how industry and the mechanization of agriculture changed the American way of life
- identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
- identify the impact of railroads on life in Texas, including changes to cities and major industries
- explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson

*Social Influences*

- analyze the impact of slavery on different sections of the United States
- compare the effects of political, economic, and social factors on slaves and free blacks
- 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
- identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups
- identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution
- identify reasons people moved west
- examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo

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**US.10****Prerequisite Skills/Links to TEKS Vertical Alignment***Individuals and Groups Shaping History*

- describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
- identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups
- identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain
- compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern
- evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present
- identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution
- identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals
- compare the ways of life of American Indian groups in Texas and North America before European exploration
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano
- explain the possible origins of American Indian groups in Texas and North America
- describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities
- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
- describe how individuals, events, and ideas have changed communities, past and present
- explain how people and events have influenced local community history

*Continued*

US.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation</li> <li>• compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation</li> <li>• identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness</li> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Issues and Events Shaping History</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cow boy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> </ul>

Continued

US.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> <li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> <li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li> <li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.



<b>STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (11) History.</b> The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21<sup>st</sup> century. The student is expected to</p> <p>(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/ 11, and the global War on Terror; Readiness Standard</p> <p>(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum; Supporting Standard</p> <p>(D) analyze the impact of third parties on presidential elections; Supporting Standard</p> <p>(E) discuss the historical significance of the 2008 presidential election. Supporting Standard</p>	<p>Recognizes the political, economic, and social issues of the United States from the 1990s into the 21<sup>st</sup> century.</p>
<b>US.11 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.11</b>	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> <li>• identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</li> <li>• explain the causes, important events, and effects of the War of 1812</li> </ul>

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**US.11****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain the origin and development of American political parties
- describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government
- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- describe the causes and effects of the War of 1812
- describe the impact of the Civil War and Reconstruction on Texas

*Economic Influences*

- explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- analyze the impact of tariff policies on sections of the United States before the Civil War
- summarize arguments regarding protective tariffs, taxation, and the banking system
- explain how industry and the mechanization of agriculture changed the American way of life
- identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
- identify the impact of railroads on life in Texas, including changes to cities and major industries
- explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson

*Social Influences*

- analyze the impact of slavery on different sections of the United States
- compare the effects of political, economic, and social factors on slaves and free blacks
- 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
- identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups
- identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution
- identify reasons people moved west
- examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo

*Individuals and Groups Shaping History*

- describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White
- identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups

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**US.11****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain
- compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern
- evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present
- identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution
- identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals
- compare the ways of life of American Indian groups in Texas and North America before European exploration
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano
- explain the possible origins of American Indian groups in Texas and North America
- describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities
- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
- describe how individuals, events, and ideas have changed communities, past and present
- explain how people and events have influenced local community history
- identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation
- compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation
- identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness

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US.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation</li> <li>• identify contributions of patriots and good citizens who have shaped the community</li> <li>• 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</li> </ul> <p><i>Issues and Events Shaping History</i></p> <ul style="list-style-type: none"> <li>• analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</li> <li>• analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas</li> <li>• describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century</li> <li>• define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology</li> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> </ul>

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<b>US.11</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li><li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li><li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li><li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (12) Geography.</b> The student understands the impact of geographic factors on major events. The student is expected to</p> <p>(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; Readiness Standard</p> <p>(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts. Supporting Standard</p>	<p>Recognizes the impact of geographic factors on major events.</p>
<b>US.12 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.12</b>	<p><i>Geographic Influence on History</i></p> <ul style="list-style-type: none"> <li>• explain the impact of geographic factors on economic development and the domestic and foreign policies of societies</li> <li>• identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s ability to control territory</li> <li>• identify and explain the geographic factors responsible for the location of economic activities in places and regions</li> </ul> <p><i>Relationship between People and Physical Environment</i></p> <ul style="list-style-type: none"> <li>• describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries</li> <li>• describe the positive and negative consequences of human modification of the physical environment of the United States</li> <li>• analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</li> <li>• 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</li> <li>• identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</li> <li>• describe ways in which technology influences human interactions with the environment such as humans building dams for flood control</li> <li>• identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure</li> </ul>

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US.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify and analyze ways people have adapted to the physical environment in various places and regions</li> <li>• analyze the positive and negative consequences of human modification of the environment in the United States, past and present</li> <li>• describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs</li> <li>• compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality</li> <li>• identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities</li> <li>• 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</li> <li>• identify and compare the human characteristics of various regions</li> <li>• describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape</li> <li>• describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape</li> <li>• 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</li> <li>• describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards</li> <li>• identify ways people can conserve and replenish natural resources</li> <li>• identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields</li> <li>• identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil</li> </ul> <p><i>Population and Settlement Patterns</i></p> <ul style="list-style-type: none"> <li>• describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution</li> <li>• analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</li> <li>• analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas</li> <li>• analyze why immigrant groups came to Texas and where they settled</li> <li>• analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present</li> <li>• explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present</li> <li>• identify and describe the types of settlement and patterns of land use in the United States</li> <li>• explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</li> </ul>

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

- describe and explain the location and distribution of various towns and cities in Texas, past and present
  - identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II
  - identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns
  - explain how people depend on the physical environment and natural resources to meet basic needs
  - describe how natural resources and natural hazards affect activities and settlement patterns
  - describe how weather patterns and seasonal patterns affect activities and settlement patterns
- Characteristics of Places and Regions*
- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States
  - compare places and regions of the United States in terms of physical and human characteristics
  - locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries
  - analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
  - compare places and regions of Texas in terms of physical and human characteristics
  - locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest
  - locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
  - locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest
  - describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
  - describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
  - compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
  - identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
  - describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity
  - examine information from various sources about places and regions
  - locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes

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US.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes</li><li>• identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location</li><li>• identify examples of and uses for natural resources in the community, state, and nation</li><li>• identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li><li>• identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location</li><li>• identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (13) Geography.</b> The student understands the causes and effects of migration and immigration on American society. The student is expected to</p> <p>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; Readiness Standard</p> <p>(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States. Readiness Standard</p>	<p>Recognizes the causes and effects of migration and immigration on American society.</p>
<b>US.13 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.13</b>	<p><i>Population and Settlement Patterns</i></p> <ul style="list-style-type: none"> <li>• describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution</li> <li>• analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation</li> <li>• analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas</li> <li>• analyze why immigrant groups came to Texas and where they settled</li> <li>• analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present</li> <li>• explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present</li> <li>• identify and describe the types of settlement and patterns of land use in the United States</li> <li>• explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present</li> <li>• describe and explain the location and distribution of various towns and cities in Texas, past and present</li> <li>• identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II</li> <li>• identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns</li> </ul>

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**US.13****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain how people depend on the physical environment and natural resources to meet basic needs
- describe how natural resources and natural hazards affect activities and settlement patterns
- describe how weather patterns and seasonal patterns affect activities and settlement patterns

*Relationship between People and Physical Environment*

- describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries
- describe the positive and negative consequences of human modification of the physical environment of the United States
- analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries
- 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
- identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications
- describe ways in which technology influences human interactions with the environment such as humans building dams for flood control
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure
- identify and analyze ways people have adapted to the physical environment in various places and regions
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- 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
- identify and compare the human characteristics of various regions
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- 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
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources

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**US.13****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields
- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

*Characteristics of Places and Regions*

- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States
- compare places and regions of the United States in terms of physical and human characteristics
- locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
- compare places and regions of Texas in terms of physical and human characteristics
- locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity
- examine information from various sources about places and regions
- locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes
- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes
- identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location
- identify examples of and uses for natural resources in the community, state, and nation

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<b>US.13</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li><li>• identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location</li><li>• identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States (14) Geography.</b> The student understands the relationship between population growth and modernization on the physical environment. The student is expected to</p> <p>(A) identify the effects of population growth and distribution on the physical environment; Readiness Standard</p> <p>(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park Systems, the Environmental Protection Agency (EPA), and the Endangered Species Act; Supporting Standard</p> <p>(C) understand the effects of governmental actions on individuals, industries, and communities including the impact on Fifth Amendment property rights. Supporting Standard</p>	<p>Recognizes the effects of population growth on the physical environment.</p>
<b>US.14 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.14</b>	<p><i>Relationship between People and Physical Environment</i></p> <ul style="list-style-type: none"> <li>• describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries</li> <li>• describe the positive and negative consequences of human modification of the physical environment of the United States</li> <li>• analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</li> <li>• 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</li> <li>• identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</li> <li>• describe ways in which technology influences human interactions with the environment such as humans building dams for flood control</li> <li>• identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure</li> <li>• identify and analyze ways people have adapted to the physical environment in various places and regions</li> </ul>

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**US.14****Prerequisite Skills/Links to TEKS Vertical Alignment**

- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- 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
- identify and compare the human characteristics of various regions
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- 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
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources
- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields
- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

*Population and Settlement Patterns*

- describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution
- analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation
- analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas
- analyze why immigrant groups came to Texas and where they settled
- analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- identify and describe the types of settlement and patterns of land use in the United States
- explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present
- describe and explain the location and distribution of various towns and cities in Texas, past and present

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<b>US.14</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II</li><li>• identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns</li><li>• explain how people depend on the physical environment and natural resources to meet basic needs</li><li>• describe how natural resources and natural hazards affect activities and settlement patterns</li><li>• describe how weather patterns and seasonal patterns affect activities and settlement patterns</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.



<b>STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (25) Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature; Supporting Standard</p> <p>(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; Readiness Standard</p> <p>(C) identify the impact of popular American culture on the rest of the world over time; Supporting Standard</p> <p>(D) analyze the global diffusion of American culture through the entertainment industry via various media. Supporting Standard</p>	<p>Recognizes the relationship between the arts and the times during which they were created.</p>
<b>US.25 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.25</b>	<p><i>The Arts in Society</i></p> <ul style="list-style-type: none"> <li>• analyze the relationship between fine arts and continuity and change in the American way of life</li> <li>• identify examples of American art, music, and literature that reflect society in different eras</li> <li>• describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, “Battle Hymn of the Republic,” transcendentalism, and other cultural activities in the history of the United States</li> <li>• identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time</li> <li>• describe ways in which contemporary issues influence creative expressions</li> <li>• relate ways in which contemporary expressions of culture have been influenced by the past</li> <li>• explain the relationships that exist between societies and their architecture, art, music, and literature</li> <li>• explain how examples of art, music, and literature reflect the times during which they were created</li> </ul>

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**US.25****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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”
- explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities
- 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
- explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage
- identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage

*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
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances
- identify and explain examples of conflict and cooperation between and among cultures
- analyze the similarities and differences among various world societies
- analyze the experiences and evaluate the contributions of diverse groups to multicultural societies
- define a multicultural society and consider both the positive and negative qualities of multiculturalism
- identify and describe common traits that define cultures
- define culture and the common traits that unify a culture region
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
- describe customs and traditions of various racial, ethnic, and religious groups in the United States
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas
- compare ethnic and/ or cultural celebrations in the local community with other communities
- explain the significance of various ethnic and/ or cultural celebrations in the local community and other communities
- compare ethnic and/ or cultural celebrations

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US.25	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify the significance of various ethnic and/ or cultural celebrations</li> <li>• explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities</li> <li>• describe and explain the importance of various beliefs, customs, language, and traditions of families and communities</li> <li>• compare family customs and traditions</li> <li>• describe and explain the importance of family customs and traditions</li> <li>• identify similarities and differences among people such as music, clothing, and food</li> <li>• identify similarities and differences among people such as kinship, laws, and religion</li> </ul> <p><b>Citizenship skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities and differences in characteristics of families</li> <li>• identify similarities and differences in characteristics of people</li> </ul> <p><b>Social awareness skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that others have perspectives and feelings that are different from his/ her own</li> <li>• demonstrate an understanding that others have specific characteristics</li> </ul> <p><b>Self-concept skills</b></p> <ul style="list-style-type: none"> <li>• show awareness of areas of competence and describe self positively in what he/ she is able to do</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (26) Culture.</b> The student understands how people from various groups contribute to our national identity. The student is expected to</p> <p>(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; Readiness Standard</p> <p>(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture; Supporting Standard</p> <p>(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; Readiness Standard</p> <p>(D) identify the political, social, and economic contributions of women, such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society; Supporting Standard</p> <p>(E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”; Supporting Standard</p> <p>(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benaivdez. Supporting Standard</p>	<p>Recognizes how diverse groups of people contribute to American identity.</p>
<b>US.26 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p><i>Individuals and Groups Who Have Affected Culture</i></p> <ul style="list-style-type: none"> <li>• evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</li> <li>• describe the historical development of the abolitionist movement</li> </ul>

Continued

US.26	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains</li> <li>• identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes</li> </ul> <p><i>Cultural Effects on Institutions</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of the First Amendment guarantees of religious freedom on the American way of life</li> <li>• describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings</li> <li>• trace the development of religious freedom in the United States</li> <li>• 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</li> <li>• explain the relationship among religious ideas, philosophical ideas, and cultures</li> <li>• analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</li> <li>• compare characteristics of institutions in various contemporary societies</li> <li>• identify institutions basic to all societies, including government, economic, educational, and religious institutions</li> </ul> <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts</li> <li>• describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture</li> <li>• explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances</li> <li>• identify and explain examples of conflict and cooperation between and among cultures</li> <li>• analyze the similarities and differences among various world societies</li> <li>• analyze the experiences and evaluate the contributions of diverse groups to multicultural societies</li> <li>• define a multicultural society and consider both the positive and negative qualities of multiculturalism</li> <li>• identify and describe common traits that define cultures</li> <li>• define culture and the common traits that unify a culture region</li> <li>• summarize the contributions of people of various racial, ethnic, and religious groups to our national identity</li> <li>• describe customs and traditions of various racial, ethnic, and religious groups in the United States</li> <li>• identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States</li> <li>• summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe</li> </ul>

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US.26	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio</li> <li>• identify the similarities and differences among various racial, ethnic, and religious groups in Texas</li> <li>• compare ethnic and/ or cultural celebrations in the local community with other communities</li> <li>• explain the significance of various ethnic and/ or cultural celebrations in the local community and other communities</li> <li>• compare ethnic and/ or cultural celebrations</li> <li>• identify the significance of various ethnic and/ or cultural celebrations</li> <li>• explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities</li> <li>• describe and explain the importance of various beliefs, customs, language, and traditions of families and communities</li> <li>• compare family customs and traditions</li> <li>• describe and explain the importance of family customs and traditions</li> <li>• identify similarities and differences among people such as music, clothing, and food</li> <li>• identify similarities and differences among people such as kinship, laws, and religion</li> </ul> <p><b>Citizenship skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities and differences in characteristics of families</li> <li>• identify similarities and differences in characteristics of people</li> </ul> <p><b>Social awareness skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that others have perspectives and feelings that are different from his/ her own</li> <li>• demonstrate an understanding that others have specific characteristics</li> </ul> <p><b>Self-concept skills</b></p> <ul style="list-style-type: none"> <li>• show awareness of areas of competence and describe self positively in what he/ she is able to do</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (19) Government.</b> The student understands changes over time in the role of government. The student is expected to</p> <p>(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government; Readiness Standard</p> <p>(B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/ 11; Readiness Standard</p> <p>(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; Supporting Standard</p> <p>(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, the USA PATRIOT Act 2001, and the American Recovery and Reinvestment Act of 2009; Supporting Standard</p> <p>(E) evaluate the pros and cons of U.S. participation in international organizations and treaties. Supporting Standard</p>	<p>Recognizes the impact of changes over time in the role of government.</p>
<b>US.19 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.19</b>	<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> <li>• explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War</li> <li>• analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</li> <li>• identify historical origins of democratic forms of government such as Ancient Greece</li> <li>• compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</li> <li>• identify and give examples of governments with rule by one, few, or many</li> <li>• review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</li> <li>• identify reasons for limiting the power of government</li> </ul>

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US.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• compare the characteristics of limited and unlimited governments</li> <li>• identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</li> <li>• distinguish between national and state governments and compare their responsibilities in the U.S. federal system</li> <li>• identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</li> <li>• identify and explain the basic functions of the three branches of government</li> <li>• identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> <li>• identify and compare the systems of government of early European colonists, including representative government and monarchy</li> <li>• identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</li> <li>• compare how various American Indian groups such as the Caddo and the Comanche governed themselves</li> </ul> <p><i>Structure and Functions of Government</i></p> <ul style="list-style-type: none"> <li>• describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</li> <li>• identify major sources of revenue for state and local governments such as property tax, sales tax, and fees</li> <li>• describe the structure and functions of government at municipal, county, and state levels</li> <li>• explain how local, state, and national government services are financed</li> <li>• identify services commonly provided by local, state, and national governments</li> <li>• identify local, state, and national government officials and explain how they are chosen</li> <li>• describe the basic structure of government in the local community, state, and nation</li> <li>• identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions</li> <li>• identify ways that public officials are selected, including election and appointment to office</li> <li>• compare the roles of public officials, including mayor, governor, and president</li> <li>• name current public officials, including mayor, governor, and president</li> <li>• describe how governments tax citizens to pay for services</li> <li>• identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community</li> <li>• identify functions of governments such as establishing order, providing security, and managing conflict</li> <li>• identify and describe the role of a good citizen in maintaining a constitutional republic</li> <li>• identify and describe the roles of public officials in the community, state, and nation</li> <li>• identify the responsibilities of authority figures in the home, school, and community</li> <li>• identify rules and laws that establish order, provide security, and manage conflict</li> </ul>

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US.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• explain the purpose for rules and laws in the home, school, and community</li><li>• explain how authority figures make and enforce rules</li><li>• identify authority figures in the home, school, and community</li><li>• identify rules that provide order, security, and safety in the home and school</li><li>• identify purposes for having rules</li></ul> <p><b>Social-competence skills</b></p> <ul style="list-style-type: none"><li>• assume various roles and responsibilities as part of a classroom community</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (20) Government.</b> The student understands the changing relationships among the three branches of the federal government. The student is expected to</p> <p>(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; Supporting Standard</p> <p>(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt’s attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000. Readiness Standard</p>	<p>Recognizes the changing relationships among the legislative, executive, and judicial branches of the federal government.</p>
<b>US.20 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> <li>• explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War</li> <li>• analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</li> <li>• identify historical origins of democratic forms of government such as Ancient Greece</li> <li>• compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</li> <li>• identify and give examples of governments with rule by one, few, or many</li> <li>• review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</li> <li>• identify reasons for limiting the power of government</li> <li>• compare the characteristics of limited and unlimited governments</li> <li>• identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</li> <li>• distinguish between national and state governments and compare their responsibilities in the U.S. federal system</li> <li>• identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</li> <li>• identify and explain the basic functions of the three branches of government</li> <li>• identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> </ul>	

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US.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify and compare the systems of government of early European colonists, including representative government and monarchy</li> <li>• identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</li> <li>• compare how various American Indian groups such as the Caddo and the Comanche governed themselves</li> </ul> <p><i>Structure and Functions of Government</i></p> <ul style="list-style-type: none"> <li>• describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers</li> <li>• identify major sources of revenue for state and local governments such as property tax, sales tax, and fees</li> <li>• describe the structure and functions of government at municipal, county, and state levels</li> <li>• explain how local, state, and national government services are financed</li> <li>• identify services commonly provided by local, state, and national governments</li> <li>• identify local, state, and national government officials and explain how they are chosen</li> <li>• describe the basic structure of government in the local community, state, and nation</li> <li>• identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions</li> <li>• identify ways that public officials are selected, including election and appointment to office</li> <li>• compare the roles of public officials, including mayor, governor, and president</li> <li>• name current public officials, including mayor, governor, and president</li> <li>• describe how governments tax citizens to pay for services</li> <li>• identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community</li> <li>• identify functions of governments such as establishing order, providing security, and managing conflict</li> <li>• identify and describe the role of a good citizen in maintaining a constitutional republic</li> <li>• identify and describe the roles of public officials in the community, state, and nation</li> <li>• identify the responsibilities of authority figures in the home, school, and community</li> <li>• identify rules and laws that establish order, provide security, and manage conflict</li> <li>• explain the purpose for rules and laws in the home, school, and community</li> <li>• explain how authority figures make and enforce rules</li> <li>• identify authority figures in the home, school, and community</li> <li>• identify rules that provide order, security, and safety in the home and school</li> <li>• identify purposes for having rules</li> </ul> <p><b>Social-competence skills</b></p> <ul style="list-style-type: none"> <li>• assume various roles and responsibilities as part of a classroom community</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (21) Government.</b> The student understands the impact of constitutional issues on American society. The student is expected to</p> <p>(A) analyze the effects of landmark U.S. Supreme court decisions, including <i>Brown v. Board of Education</i>, and other U.S. Supreme Court decisions such as <i>Plessy v. Ferguson</i>, <i>Hernandez v. Texas</i>, <i>Tinker v. Des Moines</i>, <i>Wisconsin v. Yoder</i>, and <i>White v. Regester</i>; Readiness Standard</p> <p>(B) discuss historical reasons why the constitution has been amended. Supporting Standard</p>	<p>Recognizes the impact of constitutional issues on American society.</p>
<b>US.21 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.21</b>	<p><i>Historical Documents</i></p> <ul style="list-style-type: none"> <li>• evaluate the impact of selected landmark Supreme Court decisions, including <i>Dred Scott v. Sandford</i>, on life in the United States</li> <li>• summarize the issues, decisions, and significance of landmark Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i></li> <li>• identify the origin of judicial review and analyze examples of congressional and presidential responses</li> <li>• describe the impact of 19<sup>th</sup>-century amendments including the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments on life in the United States</li> <li>• summarize the purposes for and process of amending the U.S. Constitution</li> <li>• 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</li> <li>• 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</li> <li>• summarize the strengths and weaknesses of the Articles of Confederation</li> <li>• identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government</li> <li>• compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights</li> <li>• identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights</li> <li>• explain the reasons for the creation of the Bill of Rights and its importance</li> <li>• explain the purposes of the U.S. Constitution as identified in the Preamble</li> </ul>

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

- identify the key elements and the purposes and explain the importance of the Declaration of Independence
- identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)
- identify and explain the basic functions of the three branches of government according to the Texas Constitution
- identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty
- describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government
- identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights

*Structure and Functions of Government*

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

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US.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify rules that provide order, security, and safety in the home and school</li> <li>• identify purposes for having rules</li> </ul> <p><b>Social-competence skills</b></p> <ul style="list-style-type: none"> <li>• assume various roles and responsibilities as part of a classroom community</li> </ul> <p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> <li>• explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War</li> <li>• analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</li> <li>• identify historical origins of democratic forms of government such as Ancient Greece</li> <li>• compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</li> <li>• identify and give examples of governments with rule by one, few, or many</li> <li>• review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</li> <li>• identify reasons for limiting the power of government</li> <li>• compare the characteristics of limited and unlimited governments</li> <li>• identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</li> <li>• distinguish between national and state governments and compare their responsibilities in the U.S. federal system</li> <li>• identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</li> <li>• identify and explain the basic functions of the three branches of government</li> <li>• identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> <li>• identify and compare the systems of government of early European colonists, including representative government and monarchy</li> <li>• identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</li> <li>• compare how various American Indian groups such as the Caddo and the Comanche governed themselves</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>United States History (22) Citizenship.</b> The student understands the concept of American exceptionalism. The student is expected to (A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire. Supporting Standard</p>	<p>Recognizes the concept of American exceptionalism.</p>
<b>US.22 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.22</b>	<p><i>Symbols, Customs, and Celebrations Contributing to National Identity</i></p> <ul style="list-style-type: none"> <li>• explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore</li> <li>• describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day</li> <li>• recite and explain the meaning of the Pledge of Allegiance to the United States Flag</li> <li>• sing or recite “The Star-Spangled Banner” and explain its history</li> <li>• explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant</li> <li>• describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth</li> <li>• recite and explain the meaning of the Pledge to the Texas Flag</li> <li>• sing or recite “Texas, Our Texas”</li> <li>• explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions</li> <li>• identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom</li> <li>• identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam</li> <li>• identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful”</li> <li>• explain how patriotic customs and celebrations reflect American individualism and freedom</li> <li>• explain and practice voting as a way of making choices and decisions</li> <li>• identify anthems and mottoes of Texas and the United States</li> <li>• recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</li> <li>• explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo</li> </ul>

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US.22	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag</li> <li>• use voting as a method for group decision making</li> <li>• identify Constitution Day as a celebration of American freedom</li> <li>• identify the flags of the United States and Texas</li> </ul> <p><b>Citizenship skills</b></p> <ul style="list-style-type: none"> <li>• engage in voting as a method for group decision-making</li> <li>• recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence</li> <li>• identify flags of the United States and Texas</li> </ul> <p><i>Roles, Responsibilities and Rights of Citizens</i></p> <ul style="list-style-type: none"> <li>• summarize a historical event in which compromise resulted in a peaceful resolution</li> <li>• describe the importance of free speech and press in a constitutional republic</li> <li>• identify different points of view of political parties and interest groups on important historical and contemporary issues</li> <li>• explain how the rights and responsibilities of U.S. citizens reflect our national identity</li> <li>• summarize the criteria and explain the process for becoming a naturalized citizen of the United States</li> <li>• identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</li> <li>• explain the importance of personal responsibilities, including accepting responsibility for one’s behavior and supporting one’s family</li> <li>• summarize rights guaranteed in the Bill of Rights</li> <li>• define and give examples of unalienable rights</li> <li>• express and defend a point of view on an issue of historical or contemporary interest in Texas</li> <li>• describe the importance of free speech and press in a democratic society</li> <li>• identify different points of view of political parties and interest groups on important Texas issues, past and present</li> <li>• explain and analyze civic responsibilities of Texas citizens and the importance of civic participation</li> <li>• identify rights of Texas citizens</li> <li>• compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments</li> <li>• explain relationships among rights, responsibilities, and duties in societies with representative governments</li> <li>• identify and explain the duty of civic participation in societies with representative governments</li> <li>• explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies</li> <li>• describe roles and responsibilities of citizens in various contemporary societies, including the United States</li> <li>• describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens</li> </ul>

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US.22	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• 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</li> <li>• explain how to contact elected and appointed leaders in state and local governments</li> <li>• identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals</li> <li>• explain the duty of the individual in state and local elections such as being informed and voting</li> <li>• explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects</li> <li>• identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</li> <li>• identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</li> <li>• identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship</li> <li>• identify ways to actively practice good citizenship, including involvement in community service</li> <li>• identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship</li> <li>• 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</li> <li>• identify other individuals who exemplify good citizenship</li> <li>• identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (23) Citizenship.</b> The student understands efforts to expand the democratic process. The student is expected to</p> <p>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; Readiness Standard</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19<sup>th</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments and congressional acts such as the American Indian Citizenship Act of 1924. Supporting Standard</p> <p>(C) explain how participation in the demographic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.” Supporting Standard</p>	<p>Recognizes efforts to expand the democratic process in the United States.</p>

**US.23 Prerequisite Skills/Links to TEKS Vertical Alignment**

	<p><i>Roles, Responsibilities and Rights of Citizens</i></p> <ul style="list-style-type: none"> <li>• summarize a historical event in which compromise resulted in a peaceful resolution</li> <li>• describe the importance of free speech and press in a constitutional republic</li> <li>• identify different points of view of political parties and interest groups on important historical and contemporary issues</li> <li>• explain how the rights and responsibilities of U.S. citizens reflect our national identity</li> <li>• summarize the criteria and explain the process for becoming a naturalized citizen of the United States</li> <li>• identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries</li> <li>• explain the importance of personal responsibilities, including accepting responsibility for one’s behavior and supporting one’s family</li> <li>• summarize rights guaranteed in the Bill of Rights</li> <li>• define and give examples of unalienable rights</li> <li>• express and defend a point of view on an issue of historical or contemporary interest in Texas</li> <li>• describe the importance of free speech and press in a democratic society</li> <li>• identify different points of view of political parties and interest groups on important Texas issues, past and present</li> </ul>
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US.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain and analyze civic responsibilities of Texas citizens and the importance of civic participation</li> <li>• identify rights of Texas citizens</li> <li>• compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments</li> <li>• explain relationships among rights, responsibilities, and duties in societies with representative governments</li> <li>• identify and explain the duty of civic participation in societies with representative governments</li> <li>• explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies</li> <li>• describe roles and responsibilities of citizens in various contemporary societies, including the United States</li> <li>• describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens</li> <li>• 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</li> <li>• explain how to contact elected and appointed leaders in state and local governments</li> <li>• identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals</li> <li>• explain the duty of the individual in state and local elections such as being informed and voting</li> <li>• explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects</li> <li>• identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</li> <li>• identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</li> <li>• identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship</li> <li>• identify ways to actively practice good citizenship, including involvement in community service</li> <li>• identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship</li> <li>• 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</li> <li>• identify other individuals who exemplify good citizenship</li> <li>• identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</li> </ul>

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US.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><i>Leadership</i></p> <ul style="list-style-type: none"> <li>• describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</li> <li>• analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</li> <li>• 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</li> <li>• evaluate the contributions of the Founding Fathers as models of civic virtue</li> <li>• explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America</li> <li>• identify the contributions of Texas leaders, including Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</li> <li>• identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</li> <li>• identify and compare leadership qualities of national leaders, past and present</li> <li>• identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</li> <li>• explain the contributions of the Founding Fathers to the development of the national government</li> <li>• identify leadership qualities of state and local leaders, past and present</li> <li>• identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</li> </ul> <p><i>Civic Participation</i></p> <ul style="list-style-type: none"> <li>• explain how to contact elected and appointed leaders in local, state, and national governments</li> <li>• explain the duty individuals have to participate in civic affairs at the local, state, and national levels</li> <li>• identify examples of nonprofit and/ or civic organizations such as the Red Cross and explain how they serve the common good</li> <li>• identify examples of actions individuals and groups can take to improve the community</li> <li>• give examples of community changes that result from individual or group decisions</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>
<p><b>United States History (24) Citizenship.</b> The student understands the importance of effective leadership in a constitutional republic. The student is expected to</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O’Connor, and Hillary Clinton. Supporting Standard</p>	<p>Recognizes the importance of effective leadership in the United States.</p>
<b>US.24 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Leadership</i></p> <ul style="list-style-type: none"> <li>• describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</li> <li>• analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</li> <li>• 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</li> <li>• evaluate the contributions of the Founding Fathers as models of civic virtue</li> <li>• explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America</li> <li>• identify the contributions of Texas leaders, including Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</li> <li>• identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</li> <li>• identify and compare leadership qualities of national leaders, past and present</li> <li>• identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</li> <li>• explain the contributions of the Founding Fathers to the development of the national government</li> <li>• identify leadership qualities of state and local leaders, past and present</li> <li>• identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States</li> </ul>	

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US.24	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 233 426 261"><i>Civic Participation</i></p> <ul data-bbox="226 272 1913 451" style="list-style-type: none"><li data-bbox="226 272 1486 300">• explain how to contact elected and appointed leaders in local, state, and national governments</li><li data-bbox="226 306 1556 334">• explain the duty individuals have to participate in civic affairs at the local, state, and national levels</li><li data-bbox="226 341 1913 368">• identify examples of nonprofit and/ or civic organizations such as the Red Cross and explain how they serve the common good</li><li data-bbox="226 375 1409 402">• identify examples of actions individuals and groups can take to improve the community</li><li data-bbox="226 409 1356 436">• give examples of community changes that result from individual or group decisions</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (15) Economics.</b> The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to</p> <p>(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19<sup>th</sup> century; Supporting Standard</p> <p>(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act; Readiness Standard</p> <p>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; Supporting Standard</p> <p>(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; Readiness Standard</p> <p>(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money. Supporting Standard</p>	<p>Recognizes issues related to U.S economic growth from the 1870s to 1920.</p>
<b>US.15 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Development and Operation of Economic Systems</i></p> <ul style="list-style-type: none"> <li>• describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</li> <li>• explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights</li> <li>• identify the economic factors that brought about rapid industrialization and urbanization</li> <li>• analyze the War of 1812 as a cause of economic changes in the nation</li> <li>• analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</li> <li>• explain the reasons for the increase in factories and urbanization</li> </ul>	<p style="border: 1px solid black; border-radius: 15px; padding: 2px 10px; display: inline-block;"><i>Continued</i></p>

**US.15****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery
- identify economic differences among different regions of the United States
- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
- trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing
- explain economic factors that led to the urbanization of Texas
- evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States
- explain how supply and demand affects consumers in the United States
- give examples of the benefits of the free enterprise system in the United States
- describe how the free enterprise system works in the United States
- describe the development of the free enterprise system in colonial America and the United States
- identify major industries of colonial America
- explain the economic patterns of early European colonists
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas
- explain how developments in transportation and communication have influenced economic activities in Texas
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- give examples of the benefits of the free enterprise system such as choice and opportunity
- describe how the free enterprise system works, including supply and demand
- describe the development of the free enterprise system in Texas
- explain the economic activities early immigrants to Texas used to meet their needs and wants
- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting

*Evolution of Economic Systems Based on Human Need*

- examine the record of collective, non-free market economic systems in contemporary world societies
- understand the importance of morality and ethics in maintaining a functional free enterprise system
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system

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**US.15****Prerequisite Skills/Links to TEKS Vertical Alignment**

- compare ways in which various societies organize the production and distribution of goods and services
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs
- explain why people have jobs
- identify jobs in the home, school, and community
- explain how basic human needs can be met such as through self-producing, purchasing, and trading
- explain the difference between needs and wants
- identify basic human needs of food, clothing, and shelter

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US.15	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Economic skills</b></p> <ul style="list-style-type: none"> <li>• discuss the roles and responsibilities of community workers (Pre-K) demonstrate that all people need food, clothing, and shelter</li> <li>• participate in activities to help them become aware of what it means to be a consumer</li> <li>• demonstrate that all people need food, clothing, and shelter</li> </ul> <p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> <li>• identify and describe the effects of government regulation and taxation on economic development and business planning</li> <li>• describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</li> <li>• define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</li> <li>• explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</li> <li>• identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</li> <li>• describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</li> <li>• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> <li>• describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li> <li>• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States</li> <li>• identify and explain how geographic factors have influenced the location of economic activities in the United States</li> <li>• compare how people in different parts of the United States earn a living, past and present</li> </ul> <p><i>Global Trade and Economic Interdependence</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets</li> <li>• analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas</li> <li>• analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology</li> <li>• explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world</li> <li>• identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world</li> <li>• identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (16) Economics.</b> The student understands significant economic developments between World War I and World War II. The student is expected to</p> <p>(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies; Supporting Standard</p> <p>(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System; Readiness Standard</p> <p>(C) analyze the effects of the Great Depression on the U.S. economy and society, such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others; Readiness Standard</p> <p>(D) compare the New Deal policies and its opponents’ approaches to resolving the economic effects of the Great Depression; Supporting Standard</p> <p>(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens. Supporting Standard</p>	<p>Recognizes important economic developments between World War I and World War II.</p>
<b>US.16 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.16</b>	<p><i>Development and Operation of Economic Systems</i></p> <ul style="list-style-type: none"> <li>• describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</li> <li>• explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights</li> <li>• identify the economic factors that brought about rapid industrialization and urbanization</li> </ul>

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

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

*Evolution of Economic Systems Based on Human Need*

- examine the record of collective, non-free market economic systems in contemporary world societies
- understand the importance of morality and ethics in maintaining a functional free enterprise system

*Continued*

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

- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system
- compare ways in which various societies organize the production and distribution of goods and services
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs
- explain why people have jobs
- identify jobs in the home, school, and community
- explain how basic human needs can be met such as through self-producing, purchasing, and trading

*Continued*

US.16	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain the difference between needs and wants</li> <li>• identify basic human needs of food, clothing, and shelter</li> </ul> <p><b>Economic skills</b></p> <ul style="list-style-type: none"> <li>• discuss the roles and responsibilities of community workers</li> <li>• participate in activities to help them become aware of what it means to be a consumer</li> <li>• demonstrate that all people need food, clothing, and shelter</li> </ul> <p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> <li>• identify and describe the effects of government regulation and taxation on economic development and business planning</li> <li>• describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</li> <li>• define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</li> <li>• explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</li> <li>• identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</li> <li>• describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</li> <li>• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> <li>• describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li> <li>• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States</li> <li>• identify and explain how geographic factors have influenced the location of economic activities in the United States</li> <li>• compare how people in different parts of the United States earn a living, past and present</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (17) Economics.</b> The student understands the economic effects of World War II and the Cold War. The student is expected to</p> <p>(A) describe the economic effects of World War II on the home front, such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment; Readiness Standard</p> <p>(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business; Readiness Standard</p> <p>(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; Supporting Standard</p> <p>(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; Supporting Standard</p> <p>(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). Readiness Standard</p>	<p>Recognizes the economic effects of World War II and the Cold War.</p>
<b>US.17 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.17</b>	<p><i>Development and Operation of Economic Systems</i></p> <ul style="list-style-type: none"> <li>describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</li> <li>explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights</li> </ul>

Continued

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

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

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**US.17****Prerequisite Skills/Links to TEKS Vertical Alignment***Evolution of Economic Systems Based on Human Need*

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

*Continued*

US.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• explain why people have jobs</li> <li>• identify jobs in the home, school, and community</li> <li>• explain how basic human needs can be met such as through self-producing, purchasing, and trading</li> <li>• explain the difference between needs and wants</li> <li>• identify basic human needs of food, clothing, and shelter</li> </ul> <p><b>Economic skills</b></p> <ul style="list-style-type: none"> <li>• discuss the roles and responsibilities of community workers</li> <li>• participate in activities to help them become aware of what it means to be a consumer</li> <li>• demonstrate that all people need food, clothing, and shelter</li> </ul> <p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> <li>• identify and describe the effects of government regulation and taxation on economic development and business planning</li> <li>• describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</li> <li>• define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</li> <li>• explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</li> <li>• identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</li> <li>• describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</li> <li>• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> <li>• describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li> <li>• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States</li> <li>• identify and explain how geographic factors have influenced the location of economic activities in the United States</li> <li>• compare how people in different parts of the United States earn a living, past and present</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (18) Economics.</b> The student understands the economic effects of increased worldwide interdependence as the United States enters the 21<sup>st</sup> century. The student is expected to</p> <p>(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; Supporting Standard</p> <p>(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21<sup>st</sup> century economy. Supporting Standard</p>	<p>Recognizes the economic impact of increased worldwide interdependence.</p>

<b>US.18</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
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	<p><i>Global Trade and Economic Interdependence</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets</li> <li>• analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas</li> <li>• analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology</li> <li>• explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world</li> <li>• identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world</li> <li>• identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world</li> </ul> <p><i>Evolution of Economic Systems Based on Human Need</i></p> <ul style="list-style-type: none"> <li>• examine the record of collective, non-free market economic systems in contemporary world societies</li> <li>• understand the importance of morality and ethics in maintaining a functional free enterprise system</li> <li>• compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system</li> <li>• compare ways in which various societies organize the production and distribution of goods and services</li> </ul>
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**US.18****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses
- explain how government regulations and taxes impact consumer costs
- explain how the cost of production and selling price affect profits
- explain how supply and demand affect the price of a good or service
- identify examples of how a simple business operates
- explain the concept of a free market as it relates to the U.S. free enterprise system
- explain the impact of scarcity on the production, distribution, and consumption of goods and services
- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs
- explain why people have jobs
- identify jobs in the home, school, and community
- explain how basic human needs can be met such as through self-producing, purchasing, and trading
- explain the difference between needs and wants
- identify basic human needs of food, clothing, and shelter

**Economic skills**

- discuss the roles and responsibilities of community workers

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US.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• participate in activities to help them become aware of what it means to be a consumer</li> <li>• demonstrate that all people need food, clothing, and shelter</li> </ul> <p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> <li>• identify and describe the effects of government regulation and taxation on economic development and business planning</li> <li>• describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</li> <li>• define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</li> <li>• explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</li> <li>• identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</li> <li>• describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</li> <li>• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> <li>• describe the impact of mass production, specialization, and division of labor on the economic growth of the United States</li> <li>• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States</li> <li>• identify and explain how geographic factors have influenced the location of economic activities in the United States</li> <li>• compare how people in different parts of the United States earn a living, past and present</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (27) Science, technology, and society.</b> The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to</p> <p>(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; Readiness Standard</p> <p>(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; Supporting Standard</p> <p>(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. Readiness Standard</p>	<p>Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.</p>
<b>US.27 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>US.27</b>	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> <li>• identify examples of how industrialization changed life in the United States</li> <li>• compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</li> <li>• explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</li> <li>• analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally</li> <li>• analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</li> <li>• explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts</li> <li>• analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world</li> </ul>

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US.27	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land</li> <li>• 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</li> <li>• compare types and uses of technology, past and present</li> <li>• make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</li> <li>• explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</li> <li>• give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world</li> <li>• predict how future scientific discoveries and technological innovations could affect society in the United States</li> <li>• explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</li> <li>• 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</li> <li>• predict how future scientific discoveries and technological innovations might affect life in Texas</li> <li>• describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</li> <li>• identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</li> <li>• explain how science and technology change the ways in which people meet basic needs</li> <li>• describe how science and technology change communication, transportation, and recreation</li> <li>• describe how technology changes the way people work</li> <li>• describe how technology changes communication, transportation, and recreation</li> <li>• describe how technology changes the ways families live</li> <li>• describe how his or her life might be different without modern technology</li> <li>• describe how technology helps accomplish specific tasks and meet people’s needs</li> <li>• identify examples of technology used in the home and school</li> </ul> <p><i>Notable Scientists and Individuals</i></p> <ul style="list-style-type: none"> <li>• identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.</li> </ul>

Continued

<b>US.27</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</li><li>• identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</li><li>• identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.



<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>United States History (28) Science, technology, and society.</b> The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to</p> <p>(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States; Readiness Standard</p> <p>(B) explain how space technology and exploration improve the quality of life; Supporting Standard</p> <p>(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. Supporting Standard</p>	<p>Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.</p>
<b>US.28 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> <li>• identify examples of how industrialization changed life in the United States</li> <li>• compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</li> <li>• explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</li> <li>• analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally</li> <li>• analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</li> <li>• explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts</li> <li>• analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world</li> <li>• evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land</li> <li>• 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</li> </ul>

Continued

US.28	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• compare types and uses of technology, past and present</li> <li>• make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</li> <li>• explain how resources, belief systems, economic factors, and political decisions have affected the use of technology</li> <li>• give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world</li> <li>• predict how future scientific discoveries and technological innovations could affect society in the United States</li> <li>• explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States</li> <li>• 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</li> <li>• predict how future scientific discoveries and technological innovations might affect life in Texas</li> <li>• describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas</li> <li>• identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</li> <li>• explain how science and technology change the ways in which people meet basic needs</li> <li>• describe how science and technology change communication, transportation, and recreation</li> <li>• describe how technology changes the way people work</li> <li>• describe how technology changes communication, transportation, and recreation</li> <li>• describe how technology changes the ways families live</li> <li>• describe how his or her life might be different without modern technology</li> <li>• describe how technology helps accomplish specific tasks and meet people’s needs</li> <li>• identify examples of technology used in the home and school</li> </ul> <p><i>Notable Scientists and Individuals</i></p> <ul style="list-style-type: none"> <li>• identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.</li> <li>• identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</li> </ul>

Continued

<b>US.28</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</li><li>• identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</li></ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

**Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.**

**TEKS Knowledge and Skills Statement/  
STAAR-Tested Student Expectations**

**United States History (29) Social Studies Skill.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to

- (A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;
- (D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (G) identify and support with historical evidence a point of view on a social studies issue or event;
- (H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.

**US.29**

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

*Acquisition of Information Through a Variety of Sources*

- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases
- create thematic maps, graphs, charts, models, and databases representing various aspects of the United States
- identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author
- identify bias in written, oral, and visual material
- support a point of view on a social studies issue or event
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify the elements of frame of reference that influenced participants in an event
- identify different points of view about an issue or current topic
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
- identify the historical context of an event

*Continued*

US.29	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify different points of view about an issue, topic, or current event</li> <li>• differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States</li> <li>• analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions</li> <li>• organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</li> <li>• identify different points of view about an issue, topic, historical event, or current event</li> <li>• differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</li> <li>• use appropriate mathematical skills to interpret social studies information such as maps and graphs</li> <li>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</li> <li>• interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</li> <li>• research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</li> <li>• use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information</li> <li>• interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</li> <li>• sequence and categorize information</li> <li>• obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</li> </ul> <p><b>Technology and devices skills</b></p> <ul style="list-style-type: none"> <li>• recognize that information is accessible through the use of technology</li> <li>• operate voice/ sound recorders and touch screens</li> <li>• use and name a variety of computer input devices, such as mouse, keyboard, voice/ sound recorder, touch screen, CD-ROM</li> <li>• open and navigate through software programs designed to enhance development of appropriate concepts</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

<b>Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectation</b>	
<b>United States History (30) Social studies skills.</b> The student communicates in written, oral, and visual forms. The student is expected to (B) use correct social studies terminology to explain historical concepts.	
<b>US.30</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<p><i>Communication in a Variety of Forms</i></p> <ul style="list-style-type: none"> <li>• create written, oral, and visual presentations of social studies information</li> <li>• transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate</li> <li>• use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources</li> <li>• use proper citations to avoid plagiarism</li> <li>• create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research</li> <li>• incorporate main and supporting ideas in verbal and written communication based on research</li> <li>• express ideas orally based on research and experiences</li> <li>• use social studies terminology correctly</li> <li>• create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</li> <li>• incorporate main and supporting ideas in verbal and written communication</li> <li>• use standard grammar, spelling, sentence structure, and punctuation</li> <li>• use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas</li> <li>• create written and visual material such as stories, poems, maps, and graphic organizers to express ideas</li> <li>• create and interpret visual and written material</li> <li>• express ideas orally based on knowledge and experiences</li> <li>• create and interpret visuals, including pictures and maps</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.

**Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–4 and identified along with content standards.**

**TEKS Knowledge and Skills Statement/  
STAAR-Tested Student Expectation**

**United States History (31) Social studies skills.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to  
(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.

**US.31**

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

*Acquisition of Information Through a Variety of Sources*

- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases
- create thematic maps, graphs, charts, models, and databases representing various aspects of the United States
- identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States
- evaluate the validity of a source based on language, corroboration with other sources, and information about the author
- identify bias in written, oral, and visual material
- support a point of view on a social studies issue or event
- identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas
- organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps
- identify the elements of frame of reference that influenced participants in an event
- identify different points of view about an issue or current topic
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
- identify the historical context of an event
- identify different points of view about an issue, topic, or current event
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
- 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
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

*Continued*

US.31	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify different points of view about an issue, topic, historical event, or current event</li> <li>• differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas</li> <li>• use appropriate mathematical skills to interpret social studies information such as maps and graphs</li> <li>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps</li> <li>• interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting</li> <li>• research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources</li> <li>• use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information</li> <li>• interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts</li> <li>• sequence and categorize information</li> <li>• obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music</li> <li>• obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts</li> </ul> <p><b>Technology and devices skills</b></p> <ul style="list-style-type: none"> <li>• recognize that information is accessible through the use of technology</li> <li>• operate voice/ sound recorders and touch screens</li> <li>• use and name a variety of computer input devices, such as mouse, keyboard, voice/ sound recorder, touch screen, CD-ROM</li> <li>• open and navigate through software programs designed to enhance development of appropriate concepts</li> </ul>

**NOTE:** Under each heading the prerequisite skills are arranged from the highest grade level to the lowest grade level.