



TEKS Curriculum Framework for STAAR Alternate 2

Grade 8 Social Studies

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	

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to</p> <p>(A) 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; Readiness Standard</p> <p>(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; Supporting Standard</p> <p>(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War. Supporting Standard</p>	<p>Recognizes important dates and time periods in U.S. history through 1877.</p>

8.1 Prerequisite Skills/Links to TEKS Vertical Alignment

8.1	<p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> • apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods • 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 • 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 • analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions
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8.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> • apply the terms year, decade, and century to describe historical times • create and interpret timelines • use vocabulary related to chronology, including past, present, and future times • describe various evidence of the same time period using primary sources such as photographs, journals, and interviews • identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources • create and interpret timelines for events in the past and present • apply vocabulary related to chronology, including past, present, and future • describe the order of events by using designations of time periods such as historical and present times • create a calendar and simple timeline • describe and measure calendar time by days, weeks, months, and years • distinguish among past, present, and future • use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow • place events in chronological order <p>People, past and present skills</p> <ul style="list-style-type: none"> • organize their life around events, time, and routines

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.2) History. The student understands the causes of exploration and colonization eras. The student is expected to</p> <p>(A) identify reasons for European exploration and colonization of North America; Readiness Standard</p> <p>(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. Supporting Standard</p>	<p>Recognizes reasons for exploration and colonization.</p>

8.2 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Exploration and Development of Communities, Past and Present</i></p> <ul style="list-style-type: none"> • describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchins on, William Penn, John Smith, John Wise, and Roger Williams • 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 • 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 • identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas • explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón • 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 • summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion • compare ways in which various other communities meet their needs • identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation • identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> • apply the terms year, decade, and century to describe historical times • create and interpret timelines
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8.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • use vocabulary related to chronology, including past, present, and future times • describe various evidence of the same time period using primary sources such as photographs, journals, and interviews • identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources • create and interpret timelines for events in the past and present • apply vocabulary related to chronology, including past, present, and future • describe the order of events by using designations of time periods such as historical and present times • create a calendar and simple timeline • describe and measure calendar time by days, weeks, months, and years • distinguish among past, present, and future • use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow • place events in chronological order <p>People, past and present skills</p> <ul style="list-style-type: none"> • organize their life around events, time, and routines <p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> • apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods • 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 • 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 • analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions • trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.3) History. The student understands the foundations of representative government in the United States. The student is expected to</p> <p>(A) explain the reasons for the growth of representative government and institutions during the colonial period; Readiness Standard</p> <p>(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; Supporting Standard</p> <p>(C) describe how religion and virtue contributed to the growth of representative government in the American colonies. Supporting Standard</p>	<p>Recognizes the foundations of representative government in the United States.</p>

8.3 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Establishment of the U.S. Constitution</i></p> <ul style="list-style-type: none"> • 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 • identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation <p><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul style="list-style-type: none"> • identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings • explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving • compare the observance of holidays and celebrations, past and present • describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day • identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day • explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day

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8.3**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, Álvaro 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

8.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• 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, Irm a 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• 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• identify contributions of patriots and good citizens who have shaped the community• 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

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to</p> <p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War; Readiness Standard</p> <p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington; Supporting Standard</p> <p>(C) 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; Readiness Standard</p> <p>(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; Supporting Standard</p> <p>(E) analyze the arguments for and against ratification. Readiness Standard</p>	<p>Recognizes important events, issues, and people relating to the revolutionary era.</p>

8.4 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Establishment of the U.S. Constitution</i></p> <ul style="list-style-type: none"> • 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 • identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation
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Prerequisite Skills/Links to TEKS Vertical Alignment

Historical Significance of Patriotic Celebrations and National Landmarks

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

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, Álgar 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

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8.4

Prerequisite Skills/Links to TEKS Vertical Alignment

- 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
- 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
- identify contributions of patriots and good citizens who have shaped the community
- 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

Exploration and Development of Communities, Past and Present

- describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams
- 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
- 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
- identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas
- explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón
- 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

Continued

8.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion• compare ways in which various other communities meet their needs• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to</p> <p>(A) 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; Readiness Standard</p> <p>(B) summarize arguments regarding protective tariffs, taxation, and the banking system; Supporting Standard</p> <p>(C) explain the origin and development of American political parties; Readiness Standard</p> <p>(D) explain the causes, important events, and effects of the War of 1812; Supporting Standard</p> <p>(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; Readiness Standard</p> <p>(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; Supporting Standard</p> <p>(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, <i>Worcester v. Georgia</i>, and the Trail of Tears. Supporting Standard</p>	<p>Recognizes important challenges faced by the country during its early years.</p>

8.5 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> • 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
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8.5**Prerequisite Skills/Links to TEKS Vertical Alignment***Economic Influences*

- 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

- 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
- 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

Continued

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

- 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
- 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
- identify contributions of patriots and good citizens who have shaped the community
- 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

Issues and Events Shaping History

- 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
- 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
- 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
- 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

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

- explain the political, economic, and social impact of the oil industry on the industrialization of Texas
- explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier
- 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
- 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
- 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
- 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
- analyze the causes of and events leading to Texas annexation
- contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas
- 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
- 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
- analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election
- 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
- 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
- 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

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to</p> <p>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; Readiness Standard</p> <p>(B) explain the political, economic, and social roots of Manifest Destiny; Readiness Standard</p> <p>(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; Supporting Standard</p> <p>(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; Readiness Standard</p> <p>(E) identify areas that were acquired to form the United States, including the Louisiana Purchase. Supporting Standard</p>	<p>Recognizes westward expansion of the United States and its effects on the development of the nation.</p>

8.6 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Political Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Economic Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Social Influences</i></p> <ul style="list-style-type: none"> • identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups

Continued

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

- 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
- 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

Continued

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

- 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
- 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
- identify contributions of patriots and good citizens who have shaped the community
- 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

Issues and Events Shaping History

- 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
- 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
- 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
- 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
- explain the political, economic, and social impact of the oil industry on the industrialization of Texas
- explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier
- 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

Continued

8.6	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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 • 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 • 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 • analyze the causes of and events leading to Texas annexation • contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas • 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 • 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 • analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election • 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 • 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 • 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

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to</p> <ul style="list-style-type: none"> (A) analyze the impact of tariff policies on sections of the United States before the Civil War; Supporting Standard (B) compare the effects of political, economic, and social factors on slaves and free blacks; Supporting Standard (C) analyze the impact of slavery on different sections of the United States; Readiness Standard (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster. Supporting Standard 	<p>Recognizes the causes of U.S. sectional conflict that led to the Civil War.</p>

8.7 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Political Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Economic Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Social Influences</i></p> <ul style="list-style-type: none"> • 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

Continued

8.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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 <p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> • 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 <p><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul style="list-style-type: none"> • identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings • explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving • compare the observance of holidays and celebrations, past and present • describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day • identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day • explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to</p> <p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; Supporting Standard</p> <p>(B) 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; Readiness Standard</p> <p>(C) 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. Supporting Standard</p>	<p>Recognizes important people, issues, and events relating to the Civil War.</p>

8.8 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> • 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 <p><i>Individual Contributions During Wartime</i></p> <ul style="list-style-type: none"> • 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
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8.8**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

Historical Significance of Patriotic Celebrations and National Landmarks

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

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

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to</p> <p>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; Supporting Standard</p> <p>(B) evaluate the impact of the election of Hiram Rhodes Revels; Supporting Standard</p> <p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; Readiness Standard</p> <p>(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act. Supporting Standard</p>	<p>Recognizes the effects of Reconstruction on the United States.</p>

8.9 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Political Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Economic Influences</i></p> <ul style="list-style-type: none"> • 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 <p><i>Social Influences</i></p> <ul style="list-style-type: none"> • 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

Continued

8.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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 <p><i>Effects of Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> • 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

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to</p> <p>(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries; Supporting Standard</p> <p>(B) compare places and regions of the United States in terms of physical and human characteristics; Readiness Standard</p> <p>(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States. Readiness Standard</p>	<p>Recognizes the physical characteristics of the United States and the effects of these on historical and contemporary events.</p>

8.10 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Characteristics of Places and Regions</i></p> <ul style="list-style-type: none"> 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
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8.10**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
- identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location
- identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

Geographic Location Using Tools

- analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries
- create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries
- identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia
- draw sketch maps that illustrate various places and regions
- identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions
- explain ways in which human migration influences the character of places and regions
- identify and explain the geographic factors responsible for patterns of population in places and regions
- locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location
- create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries
- compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models
- pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases
- pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?

Continued

8.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • translate geographic data into a variety of formats such as raw data to graphs and maps • apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps • translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps • create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system • identify and use the compass rose, grid system, and symbols to locate places on maps and globes • use a scale to determine the distance between places on maps and globes • use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas in relation to the local community • create maps to show places and routes within the home, school, and community • interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/ map keys • locate the community, Texas, and the United States on maps and globes • create and use simple maps such as maps of the home, classroom, school, and community • describe the location of self and objects relative to other locations in the classroom and school • locate places using the four cardinal directions • identify tools that aid in determining location, including maps and globes • locate places on the school campus and describe their relative locations • use terms, including over, under, near, far, left, and right, to describe relative location <p>Geography skills</p> <ul style="list-style-type: none"> • identify and create common features in his/ her immediate environment

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to</p> <p>(A) 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; Readiness Standard</p> <p>(B) describe the positive and negative consequences of human modification of the physical environment of the United States; Supporting Standard</p> <p>(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries. Supporting Standard</p>	<p>Recognizes the physical characteristics of North America and how humans adapted to and modified the environment.</p>

8.11 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Relationship between People and Physical Environment</i></p> <ul style="list-style-type: none"> • 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
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8.11**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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 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 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

Continued

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

- 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
- identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
- identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location
- identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

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
- 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

Continued

8.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• describe how natural resources and natural hazards affect activities and settlement patterns• describe how weather patterns and seasonal patterns affect activities and settlement patterns

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to</p> <p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; Readiness Standard</p> <p>(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs; Supporting Standard</p> <p>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; Supporting Standard</p> <p>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; Supporting Standard</p> <p>(E) identify the political, social, and economic contributions of women to American society. Supporting Standard</p>	<p>Recognizes the relationships among people from various groups and their effects on American society.</p>

8.23 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Cultural Diffusion</i></p> <ul style="list-style-type: none"> • identify examples of positive and negative effects of cultural diffusion • identify and define the impact of cultural diffusion on individuals and world societies • evaluate the impact of improved communication technology among cultures • identify and describe factors that influence cultural change such as improved communication, transportation, and economic development • identify and describe how culture traits such as trade, travel, and war spread <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> • 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

Continued

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

- 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
- identify the significance of various ethnic and/ or cultural celebrations
- explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Citizenship skills

- identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures

Continued

8.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>People, past and present skills</p> <ul style="list-style-type: none">• identify similarities and differences in characteristics of families• identify similarities and differences in characteristics of people <p>Social awareness skills</p> <ul style="list-style-type: none">• demonstrate an understanding that others have perspectives and feelings that are different from his/ her own• demonstrate an understanding that others have specific characteristics <p>Self-concept skills</p> <ul style="list-style-type: none">• show awareness of areas of competence and describe self positively in what he/ she is able to do

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.24) Culture. The student understands the major reform movements of the 19th century. The student is expected to</p> <p>(A) describe the historical development of the abolitionist movement; Supporting Standard</p> <p>(B) 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. Readiness Standard</p>	<p>Recognizes the development and impact of reform movements.</p>

8.24 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Individuals and Groups Who Have Affected Culture</i></p> <ul style="list-style-type: none"> • identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains • 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 <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> • 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
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Continued

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

- 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
- identify the significance of various ethnic and/ or cultural celebrations
- explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Citizenship skills

- identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures

People, past and present skills

- identify similarities and differences in characteristics of families
- identify similarities and differences in characteristics of people

Social awareness skills

- demonstrate an understanding that others have perspectives and feelings that are different from his/ her own
- demonstrate an understanding that others have specific characteristics

Self-concept skills

- show awareness of areas of competence and describe self positively in what he/ she is able to do

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.25) Culture. The student understands the impact of religion on the American way of life. The student is expected to</p> <p>(A) trace the development of religious freedom in the United States; Supporting Standard</p> <p>(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; Supporting Standard</p> <p>(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. Readiness Standard</p>	<p>Recognizes the impact of religion on American society.</p>

8.25 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Cultural Effects on Institutions</i></p> <ul style="list-style-type: none"> • 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 • explain the relationship among religious ideas, philosophical ideas, and cultures • 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 • compare characteristics of institutions in various contemporary societies • identify institutions basic to all societies, including government, economic, educational, and religious institutions <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> • 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

Continued

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

- 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
- identify the significance of various ethnic and/ or cultural celebrations
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Citizenship skills

- identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures

People, past and present skills

- identify similarities and differences in characteristics of families
- identify similarities and differences in characteristics of people

Social awareness skills

- demonstrate an understanding that others have perspectives and feelings that are different from his/ her own
- demonstrate an understanding that others have specific characteristics

Self-concept skills

- show awareness of areas of competence and describe self positively in what he/ she is able to do

Continued

8.25	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="199 232 424 261"><i>Cultural Diffusion</i></p> <ul data-bbox="220 269 1873 488" style="list-style-type: none"><li data-bbox="220 269 1171 298">• identify examples of positive and negative effects of cultural diffusion<li data-bbox="220 306 1377 336">• identify and define the impact of cultural diffusion on individuals and world societies<li data-bbox="220 344 1257 373">• evaluate the impact of improved communication technology among cultures<li data-bbox="220 381 1873 449">• identify and describe factors that influence cultural change such as improved communication, transportation, and economic development<li data-bbox="220 457 1257 487">• identify and describe how culture traits such as trade, travel, and war spread

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

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.26) Culture. 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 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; Supporting Standard</p> <p>(B) identify examples of American art, music, and literature that reflect society in different eras; Supporting Standard</p> <p>(C) analyze the relationship between fine arts and continuity and change in the American way of life. Supporting Standard</p>	<p>Recognizes the relationship between the arts and American culture.</p>

8.26 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>The Arts in Society</i></p> <ul style="list-style-type: none"> • 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 • describe ways in which contemporary issues influence creative expressions • relate ways in which contemporary expressions of culture have been influenced by the past • explain the relationships that exist between societies and their architecture, art, music, and literature • explain how examples of art, music, and literature reflect the times during which they were created • identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i>, "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
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8.26**Prerequisite Skills/Links to TEKS Vertical Alignment***Impact of Diversity*

- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote
- 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
- identify the significance of various ethnic and/ or cultural celebrations
- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities
- compare family customs and traditions
- describe and explain the importance of family customs and traditions
- identify similarities and differences among people such as music, clothing, and food
- identify similarities and differences among people such as kinship, laws, and religion

Continued

8.26	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p>Citizenship skills</p> <ul style="list-style-type: none">• identify similarities among people like himself/ herself and classmates as well as among himself/ herself and people from other cultures <p>People, past and present skills</p> <ul style="list-style-type: none">• identify similarities and differences in characteristics of families• identify similarities and differences in characteristics of people <p>Social awareness skills</p> <ul style="list-style-type: none">• demonstrate an understanding that others have perspectives and feelings that are different from his/ her own• demonstrate an understanding that others have specific characteristics <p>Self-concept skills</p> <ul style="list-style-type: none">• show awareness of areas of competence and describe self positively in what he/ she is able to do

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to</p> <p>(A) 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; Readiness Standard</p> <p>(B) summarize the strengths and weaknesses of the Articles of Confederation; Supporting Standard</p> <p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; Readiness Standard</p> <p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. Readiness Standard</p>	<p>Recognizes the principles reflected in historic documents important to U.S. history.</p>

8.15 Prerequisite Skills/Links to TEKS Vertical Alignment

	<p><i>Historical Documents</i></p> <ul style="list-style-type: none"> • compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights • identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights • explain the reasons for the creation of the Bill of Rights and its importance • explain the purposes of the U.S. Constitution as identified in the Preamble • 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)
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8.15**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
 - identify rules that provide order, security, and safety in the home and school
 - identify purposes for having rules

Continued

8.15	Prerequisite Skills/Links to TEKS Vertical Alignment
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Social-competence skills

- assume various roles and responsibilities as part of a classroom community

Political and Legal Systems

- identify historical origins of democratic forms of government such as Ancient Greece
- compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function
- identify and give examples of governments with rule by one, few, or many
- review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan
- identify reasons for limiting the power of government
- compare the characteristics of limited and unlimited governments
- identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution
- identify and explain the basic functions of the three branches of government
- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses
- identify and compare the systems of government of early European colonists, including representative government and monarchy
- identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas
- compare how various American Indian groups such as the Caddo and the Comanche governed themselves

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to</p> <p>(A) summarize the purposes for and process of amending the U.S. Constitution; Readiness Standard</p> <p>(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States. Readiness Standard</p>	<p>Recognizes how the U.S. Constitution may be amended and the impact of selected constitutional amendments.</p>

8.16 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Historical Documents</i></p> <ul style="list-style-type: none"> • compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights • identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights • explain the reasons for the creation of the Bill of Rights and its importance • explain the purposes of the U.S. Constitution as identified in the Preamble • 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 <p><i>Structure and Functions of Government</i></p> <ul style="list-style-type: none"> • 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
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Continued

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

- 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
- identify rules that provide order, security, and safety in the home and school
- identify purposes for having rules

Social-competence skills

- assume various roles and responsibilities as part of a classroom community

Political and Legal Systems

- identify historical origins of democratic forms of government such as Ancient Greece
- compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function
- identify and give examples of governments with rule by one, few, or many
- review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan
- identify reasons for limiting the power of government
- compare the characteristics of limited and unlimited governments
- identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)
- distinguish between national and state governments and compare their responsibilities in the U.S. federal system

Continued

8.16	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution• identify and explain the basic functions of the three branches of government• identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses• identify and compare the systems of government of early European colonists, including representative government and monarchy• identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas• compare how various American Indian groups such as the Caddo and the Comanche governed themselves

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to</p> <p>(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; Readiness Standard</p> <p>(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. Readiness Standard</p>	<p>Recognizes the powers of the national and states governments under the U.S. federal system.</p>

8.17 Prerequisite Skills/Links to TEKS Vertical Alignment

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

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to</p> <p>(A) identify the origin of judicial review and analyze examples of congressional and presidential responses; Readiness Standard</p> <p>(B) 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>; Supporting Standard</p> <p>(C) evaluate the impact of selected landmark Supreme Court decisions, including <i>Dred Scott v. Sandford</i>, on life in the United States. Supporting Standard</p>	<p>Recognizes the origin of judicial review and the impact of important U.S. Supreme Court decisions.</p>

8.18 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Historical Documents</i></p> <ul style="list-style-type: none"> • compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights • identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights • explain the reasons for the creation of the Bill of Rights and its importance • explain the purposes of the U.S. Constitution as identified in the Preamble • 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

Continued

8.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><i>Structure and Functions of Government</i></p> <ul style="list-style-type: none"> • 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 • identify rules that provide order, security, and safety in the home and school • identify purposes for having rules <p>Social-competence skills</p> <ul style="list-style-type: none"> • assume various roles and responsibilities as part of a classroom community

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to</p> <ul style="list-style-type: none"> (A) define and give examples of unalienable rights; Readiness Standard (B) summarize rights guaranteed in the Bill of Rights; Readiness Standard (D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries; Supporting Standard (E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States. Supporting Standard 	<p>Recognizes the rights and responsibilities of U.S. citizens.</p>

8.19 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Roles, Responsibilities and Rights of Citizens</i></p> <ul style="list-style-type: none"> • express and defend a point of view on an issue of historical or contemporary interest in Texas • describe the importance of free speech and press in a democratic society • identify different points of view of political parties and interest groups on important Texas issues, past and present • explain and analyze civic responsibilities of Texas citizens and the importance of civic participation • identify rights of Texas citizens • compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments • explain relationships among rights, responsibilities, and duties in societies with representative governments • identify and explain the duty of civic participation in societies with representative governments • explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies • describe roles and responsibilities of citizens in various contemporary societies, including the United States • describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens
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Continued

8.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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 • explain how to contact elected and appointed leaders in state and local governments • 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 • explain the duty of the individual in state and local elections such as being informed and voting • 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 • identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll • identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting • 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 • identify ways to actively practice good citizenship, including involvement in community service • 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 • 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 • identify other individuals who exemplify good citizenship • identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship

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

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to</p> <p>(A) 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; Supporting Standard</p> <p>(B) evaluate the contributions of the Founding Fathers as models of civic virtue; Supporting Standard</p> <p>(C) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. Supporting Standard</p>	<p>Recognizes the importance of individual participation in the democratic process.</p>

8.20 Prerequisite Skills/Links to TEKS Vertical Alignment

<p><i>Leadership</i></p> <ul style="list-style-type: none"> • 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. • identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States • identify and compare leadership qualities of national leaders, past and present • identify past and present leaders in the national government, including the president and various members of Congress, and their political parties • explain the contributions of the Founding Fathers to the development of the national government • identify leadership qualities of state and local leaders, past and present • 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 <p><i>Civic Participation</i></p> <ul style="list-style-type: none"> • explain how to contact elected and appointed leaders in local, state, and national governments • explain the duty individuals have to participate in civic affairs at the local, state, and national levels
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Continued

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

- identify examples of nonprofit and/ or civic organizations such as the Red Cross and explain how they serve the common good
- identify examples of actions individuals and groups can take to improve the community
- give examples of community changes that result from individual or group decisions

Symbols, Customs, and Celebrations Contributing to National Identity

- explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore
- describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag
- sing or recite “The Star-Spangled Banner” and explain its history
- explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant
- describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth
- recite and explain the meaning of the Pledge to the Texas Flag
- sing or recite “Texas, Our Texas”
- 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
- identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom
- 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
- identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful”
- explain how patriotic customs and celebrations reflect American individualism and freedom
- explain and practice voting as a way of making choices and decisions
- identify anthems and mottoes of Texas and the United States
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
- explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo
- recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
- use voting as a method for group decision making
- identify Constitution Day as a celebration of American freedom
- identify the flags of the United States and Texas

Citizenship skills

- engage in voting as a method for group decision-making
- recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence
- identify flags of the United States and Texas

Continued

8.20**Prerequisite Skills/Links to TEKS Vertical Alignment***Roles, Responsibilities and Rights of Citizens*

- express and defend a point of view on an issue of historical or contemporary interest in Texas
- describe the importance of free speech and press in a democratic society
- identify different points of view of political parties and interest groups on important Texas issues, past and present
- explain and analyze civic responsibilities of Texas citizens and the importance of civic participation
- identify rights of Texas citizens
- compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments
- explain relationships among rights, responsibilities, and duties in societies with representative governments
- identify and explain the duty of civic participation in societies with representative governments
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
- describe roles and responsibilities of citizens in various contemporary societies, including the United States
- describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens
- 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
- explain how to contact elected and appointed leaders in state and local governments
- 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
- explain the duty of the individual in state and local elections such as being informed and voting
- 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
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll
- identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting
- 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
- identify ways to actively practice good citizenship, including involvement in community service
- 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

Continued

8.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• 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• identify other individuals who exemplify good citizenship• identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship

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

8.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • 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 • explain the duty of the individual in state and local elections such as being informed and voting • 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 • identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll • identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting • 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 • identify ways to actively practice good citizenship, including involvement in community service • 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 • 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 • identify other individuals who exemplify good citizenship • identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship

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

8.22**Prerequisite Skills/Links to TEKS Vertical Alignment***Roles, Responsibilities and Rights of Citizens*

- express and defend a point of view on an issue of historical or contemporary interest in Texas
- describe the importance of free speech and press in a democratic society
- identify different points of view of political parties and interest groups on important Texas issues, past and present
- explain and analyze civic responsibilities of Texas citizens and the importance of civic participation
- identify rights of Texas citizens
- compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments
- explain relationships among rights, responsibilities, and duties in societies with representative governments
- identify and explain the duty of civic participation in societies with representative governments
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
- describe roles and responsibilities of citizens in various contemporary societies, including the United States
- describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens
- 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
- explain how to contact elected and appointed leaders in state and local governments
- 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
- explain the duty of the individual in state and local elections such as being informed and voting
- 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
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll
- identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting
- 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
- identify ways to actively practice good citizenship, including involvement in community service
- 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

Continued

8.22	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• 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• identify other individuals who exemplify good citizenship• identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship

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

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

- 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
- 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

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8.12	Prerequisite Skills/Links to TEKS Vertical Alignment
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- 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
- participate in activities to help them become aware of what it means to be a consumer
- demonstrate that all people need food, clothing, and shelter

Factors Influencing Economies

- identify and describe the effects of government regulation and taxation on economic development and business planning
- describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy
- define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries
- explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies
- identify problems and issues that may arise when one or more of the factors of production is in relatively short supply
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies

Continued

8.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States• describe the impact of mass production, specialization, and division of labor on the economic growth of the United States• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States• identify and explain how geographic factors have influenced the location of economic activities in the United States• compare how people in different parts of the United States earn a living, past and present

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

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

- 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
- 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

Continued

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

- 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
- participate in activities to help them become aware of what it means to be a consumer
- demonstrate that all people need food, clothing, and shelter

Factors Influencing Economies

- identify and describe the effects of government regulation and taxation on economic development and business planning
- describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy
- define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries
- explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies
- identify problems and issues that may arise when one or more of the factors of production is in relatively short supply
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States
- analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States
- identify and explain how geographic factors have influenced the location of economic activities in the United States
- compare how people in different parts of the United States earn a living, past and present

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

STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>(8.14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to</p> <p>(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights; Supporting Standard</p> <p>(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries. Supporting Standard</p>	<p>Recognizes the development of the free-enterprise system in the United States.</p>

8.14	Prerequisite Skills/Links to TEKS Vertical Alignment
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	<p><i>Development and Operation of Economic Systems</i></p> <ul style="list-style-type: none"> • 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
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8.14**Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- 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

Continued

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

- 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
- participate in activities to help them become aware of what it means to be a consumer
- demonstrate that all people need food, clothing, and shelter

Factors Influencing Economies

- identify and describe the effects of government regulation and taxation on economic development and business planning
- describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy
- define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries
- explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies
- identify problems and issues that may arise when one or more of the factors of production is in relatively short supply
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

Continued

8.14	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States• identify and explain how geographic factors have influenced the location of economic activities in the United States• compare how people in different parts of the United States earn a living, past and present

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

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

8.27	Prerequisite Skills/Links to TEKS Vertical Alignment
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	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> • analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world • evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land • 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 • compare types and uses of technology, past and present • make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations • explain how resources, belief systems, economic factors, and political decisions have affected the use of technology
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8.27**Prerequisite Skills/Links to TEKS Vertical Alignment**

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

Notable Scientists and Individuals

- identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.
- 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
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions
- 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

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

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

8.28	Prerequisite Skills/Links to TEKS Vertical Alignment
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	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> • analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world • evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land • 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 • compare types and uses of technology, past and present • make predictions about future social, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations • explain how resources, belief systems, economic factors, and political decisions have affected the use of technology • 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 • predict how future scientific discoveries and technological innovations could affect society in the United States • explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States • 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 • predict how future scientific discoveries and technological innovations might affect life in Texas
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Continued

8.28	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas • identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities • explain how science and technology change the ways in which people meet basic needs • describe how science and technology change communication, transportation, and recreation • describe how technology changes the way people work • describe how technology changes communication, transportation, and recreation • describe how technology changes the ways families live • describe how his or her life might be different without modern technology • describe how technology helps accomplish specific tasks and meet people’s needs • identify examples of technology used in the home and school <p><i>Notable Scientists and Individuals</i></p> <ul style="list-style-type: none"> • identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr. • 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 • identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions • 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

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**

(8.29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to

- (A) 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;
- (B) 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;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
- (E) support a point of view on a social studies issue or event;
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;
- (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

8.29 Prerequisite Skills/Links to TEKS Vertical Alignment

Acquisition of Information Through a Variety of Sources

- 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

Continued

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

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**

(8.30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to
(A) use social studies terminology correctly.

8.30 Prerequisite Skills/Links to TEKS Vertical Alignment

Communication in a Variety of Forms

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

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