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TEKS Curriculum Framework for STAAR Alternate

# **World History**

**STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (1) History.</b> The student understands traditional historical points of reference in world history. The student is expected to</p> <p>(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations; Supporting Standard</p> <p>(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions; Supporting Standard</p> <p>(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450; the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia; Supporting Standard</p> <p>(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750; the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation. Supporting Standard</p>	<p>Recognizes important events and turning points in world history from 8000 BC to AD 1750.</p>

**WH.1 Prerequisite Skills/Links to TEKS Vertical Alignment**

	<p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War</li> </ul>
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WH.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>• apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> <li>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</li> <li>• identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</li> <li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li> <li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li> </ul> <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> <li>• apply the terms year, decade, and century to describe historical times</li> <li>• create and interpret timelines</li> <li>• use vocabulary related to chronology, including past, present, and future times</li> <li>• describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> <li>• identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>• create and interpret timelines for events in the past and present</li> <li>• apply vocabulary related to chronology, including past, present, and future</li> <li>• describe the order of events by using designations of time periods such as historical and present times</li> <li>• create a calendar and simple timeline</li> <li>• describe and measure calendar time by days, weeks, months, and years</li> <li>• distinguish among past, present, and future</li> <li>• use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> <li>• place events in chronological order</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• organize their life around events, time, and routines</li> </ul>

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

**STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (2) History.</b> The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations; Supporting Standard</li> <li>(B) identify the characteristics of civilization; Supporting Standard</li> <li>(C) explain how major river valley civilizations influenced the development of the classical civilizations. Supporting Standard</li> </ul>	<p>Recognizes how early civilizations developed.</p>

**WH.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"> <li>• compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</li> <li>• identify reasons for European exploration and colonization of North America</li> <li>• describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> <li>• explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</li> <li>• identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</li> <li>• identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li> <li>• explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li> <li>• identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</li> <li>• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li> <li>• compare ways in which various other communities meet their needs</li> </ul>
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WH.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> <li>• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li> <li>• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</li> </ul> <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> <li>• apply the terms year, decade, and century to describe historical times</li> <li>• create and interpret timelines</li> <li>• use vocabulary related to chronology, including past, present, and future times</li> <li>• describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> <li>• identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>• create and interpret timelines for events in the past and present</li> <li>• apply vocabulary related to chronology, including past, present, and future</li> <li>• describe the order of events by using designations of time periods such as historical and present times</li> <li>• create a calendar and simple timeline</li> <li>• describe and measure calendar time by days, weeks, months, and years</li> <li>• distinguish among past, present, and future</li> <li>• use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> <li>• place events in chronological order</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• organize their life around events, time, and routines</li> </ul> <p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>• explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War</li> <li>• identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>• apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> <li>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</li> </ul>

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<b>WH.2</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</li><li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li><li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li></ul>

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

<b>STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (3) History.</b> The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to</p> <p>(A) describe the major political, religious/philosophical, and cultural influence of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity; Readiness Standard</p> <p>(B) explain the impact of the fall of Rome on Western Europe; Supporting Standard</p> <p>(C) compare the factors that led to the collapse of Rome and Han China. Supporting Standard</p>	<p>Recognizes the contributions and influences of classical civilizations on later civilizations.</p>
<b>WH.3 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Exploration and Development of Communities, Past and Present</i></p> <ul style="list-style-type: none"> <li>• compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</li> <li>• identify reasons for European exploration and colonization of North America</li> <li>• describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> <li>• explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</li> <li>• identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</li> <li>• identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li> <li>• explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li> <li>• identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</li> <li>• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li> <li>• compare ways in which various other communities meet their needs</li> </ul>	

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<b>WH.3</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li> <li>• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</li> </ul> <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> <li>• apply the terms year, decade, and century to describe historical times</li> <li>• create and interpret timelines</li> <li>• use vocabulary related to chronology, including past, present, and future times</li> <li>• describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> <li>• identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>• create and interpret timelines for events in the past and present</li> <li>• apply vocabulary related to chronology, including past, present, and future</li> <li>• describe the order of events by using designations of time periods such as historical and present times</li> <li>• create a calendar and simple timeline</li> <li>• describe and measure calendar time by days, weeks, months, and years</li> <li>• distinguish among past, present, and future</li> <li>• use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> <li>• place events in chronological order</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• organize their life around events, time, and routines</li> </ul> <p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>• explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War</li> <li>• identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>• apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> <li>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</li> </ul>

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<b>WH.3</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</li><li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li><li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li></ul>

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

**STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.**

<p align="center"><b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>	<p align="center"><b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>
<p><b>World History (4) History.</b> The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire; Readiness Standard</li> <li>(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy; Supporting Standard</li> <li>(C) describe the major characteristics of and the factors contributing to the development of the political/ social system of feudalism and the economic system of manorialism; Readiness Standard</li> <li>(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa; Readiness Standard</li> <li>(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa; Supporting Standard</li> <li>(F) describe the interactions between Muslim and Hindu societies in South Asia, Supporting Standard</li> <li>(G) explain how the Crusades, the Black Death, the Hundred Years’ War, and the Great Schism contributed to the end of medieval Europe; Readiness Standard</li> <li>(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia; Readiness Standard</li> <li>(I) explain the development of the slave trade; Supporting Standard</li> <li>(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; Readiness Standard</li> <li>(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world. Readiness Standard</li> </ul>	<p>Recognizes how world political, economic, and social systems evolved.</p>

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**WH.4****Prerequisite Skills/Links to TEKS Vertical Alignment***Political Influences*

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

*Economic Influences*

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

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**WH.4****Prerequisite Skills/Links to TEKS Vertical Alignment***Social Influences*

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

*Individuals and Groups Shaping History*

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

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**WH.4****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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<b>WH.4</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• explain the political, economic, and social impact of the oil industry on the industrialization of Texas</li> <li>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life</li> <li>• identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker</li> <li>• identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850</li> <li>• analyze the causes of and events leading to Texas annexation</li> <li>• contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas</li> <li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li> <li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li> <li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> <li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li> <li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li> </ul>

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<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (5) History.</b> The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to</p> <p>(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; Readiness Standard</p> <p>(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation. Readiness Standard</p>	<p>Recognizes characteristics and impact of the European Renaissance and the Reformation.</p>

**WH.5 Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> <li>• identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</li> <li>• explain the causes, important events, and effects of the War of 1812</li> <li>• explain the origin and development of American political parties</li> <li>• describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government</li> </ul>
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**WH.5****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- describe the causes and effects of the War of 1812
- describe the impact of the Civil War and Reconstruction on Texas

*Economic Influences*

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

*Social Influences*

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

*Individuals and Groups Shaping History*

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

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**WH.5****Prerequisite Skills/Links to TEKS Vertical Alignment**

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

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**WH.5****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- 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

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<b>WH.5</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li><li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li><li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li></ul>

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

**STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (6) History.</b> The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to</p> <p>(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; Readiness Standard</p> <p>(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization. Supporting Standard</p>	<p>Recognizes characteristics of the Maya, Inca, and Aztec civilizations.</p>

**WH.6 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"> <li>• compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</li> <li>• identify reasons for European exploration and colonization of North America</li> <li>• describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> <li>• explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</li> <li>• identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</li> <li>• identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li> <li>• explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li> <li>• identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</li> <li>• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li> <li>• compare ways in which various other communities meet their needs</li> <li>• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li> </ul>
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**WH.6****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being

*Concepts of Time and Chronology*

- 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

**People, past and present skills**

- organize their life around events, time, and routines

*Historical Points of Reference*

- 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
- 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
- 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

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<b>WH.6</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li><li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li></ul>

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

<b>STAAR Reporting Category 1 – History 8000 BC to AD 1750: The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (7) History.</b> The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) analyze the causes of European expansion from 1450 to 1750; Readiness Standard</li> <li>(B) explain the impact of the Columbian Exchange on the Americas and Europe; Readiness Standard</li> <li>(C) explain the impact of the Atlantic slave trade on West Africa and the Americas; Readiness Standard</li> <li>(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade; Readiness Standard</li> <li>(E) explain Ming China’s impact on global trade; Readiness Standard</li> <li>(F) explain new economic factors and principles that contributed to the success of Europe’s Commercial Revolution. Readiness Standard</li> </ul>	<p>Recognizes the causes and impact of European expansion from 1450 to 1750.</p>
<b>WH.7 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Exploration and Development of Communities, Past and Present</i></p> <ul style="list-style-type: none"> <li>• compare political, economic, religious, and social reasons for the establishment of the 13 English colonies</li> <li>• identify reasons for European exploration and colonization of North America</li> <li>• describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams</li> <li>• explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain</li> <li>• identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas</li> <li>• identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas</li> <li>• explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón</li> </ul>	

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<b>WH.7</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas</li> <li>• summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion</li> <li>• compare ways in which various other communities meet their needs</li> <li>• identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation</li> <li>• identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</li> </ul> <p><i>Concepts of Time and Chronology</i></p> <ul style="list-style-type: none"> <li>• apply the terms year, decade, and century to describe historical times</li> <li>• create and interpret timelines</li> <li>• use vocabulary related to chronology, including past, present, and future times</li> <li>• describe various evidence of the same time period using primary sources such as photographs, journals, and interviews</li> <li>• identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources</li> <li>• create and interpret timelines for events in the past and present</li> <li>• apply vocabulary related to chronology, including past, present, and future</li> <li>• describe the order of events by using designations of time periods such as historical and present times</li> <li>• create a calendar and simple timeline</li> <li>• describe and measure calendar time by days, weeks, months, and years</li> <li>• distinguish among past, present, and future</li> <li>• use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow</li> <li>• place events in chronological order</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• organize their life around events, time, and routines</li> </ul> <p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>• explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War</li> <li>• identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>• apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> </ul>

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<b>WH.7</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</li> <li>• identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas</li> <li>• analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</li> <li>• trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade</li> </ul>

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

<b>STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (1) History.</b> The student understands traditional historical points of reference in world history. The student is expected to</p> <p>(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment’s impact on political revolutions; Supporting Standard</p> <p>(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. Supporting Standard</p>	<p>Recognizes important events and turning points in world history from 1750 to the present.</p>

**WH.1 Prerequisite Skills/Links to TEKS Vertical Alignment**

	<p><i>Historical Points of Reference</i></p> <ul style="list-style-type: none"> <li>• explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861–1865, Civil War</li> <li>• identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</li> <li>• apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods</li> <li>• explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop</li> </ul>
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**WH.1****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*Concepts of Time and Chronology*

- 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

**People, past and present skills**

- organize their life around events, time, and routines

*Events Prior and During Military and Diplomatic Conflicts*

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

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WH.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="201 220 1062 253"><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul data-bbox="226 261 1967 586" style="list-style-type: none"><li data-bbox="226 261 1751 326">• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li><li data-bbox="226 334 1967 399">• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li><li data-bbox="226 407 1184 440">• compare the observance of holidays and celebrations, past and present</li><li data-bbox="226 448 1808 513">• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li data-bbox="226 521 1730 553">• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li data-bbox="226 561 1724 586">• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

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

**STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (8) History.</b> The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to</p> <p>(A) explain how 17<sup>th</sup> and 18<sup>th</sup> century European scientific advancements led to the Industrial Revolution; Readiness Standard</p> <p>(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe; Supporting Standard</p> <p>(C) identify the major political, economic, and social motivations that influence European imperialism; Readiness Standard</p> <p>(D) explain the major characteristics and impact of European imperialism; Readiness Standard</p> <p>(E) explain the effects of free enterprise in the Industrial Revolution. Supporting Standard</p>	<p>Recognizes the impact of the Industrial Revolution and European imperialism.</p>

**WH.8 Prerequisite Skills/Links to TEKS Vertical Alignment**

<b>WH.8</b>	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> </ul>
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**WH.8****Prerequisite Skills/Links to TEKS Vertical Alignment**

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

*Economic Influences*

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

*Social Influences*

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

*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

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**WH.8****Prerequisite Skills/Links to TEKS Vertical Alignment**

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

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**WH.8****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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
- 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

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<b>WH.8</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery</li><li>• identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo</li><li>• analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election</li><li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li><li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li><li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li></ul>

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

<b>STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (9) History.</b> The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to</p> <p>(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion; Readiness Standard</p> <p>(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America; Supporting Standard</p> <p>(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; Supporting Standard</p> <p>(D) identify the influence of ideas such as separation of powers, check and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions. Supporting Standard</p>	<p>Recognizes the causes and effects of major political revolutions between 1750 and 1914.</p>
<b>WH.9 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>WH.9</b>	<p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> <li>• explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> <li>• explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs</li> <li>• trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</li> <li>• identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul>

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**WH.9****Prerequisite Skills/Links to TEKS Vertical Alignment***Individual Contributions During Wartime*

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

*Effects of Military and Diplomatic Conflicts*

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

*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

*Continued*

<b>WH.9</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li><li>• compare the observance of holidays and celebrations, past and present</li><li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

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

<b>STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (10) History.</b> The student understands the causes and impact of World War I. The student is expected to</p> <p>(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I; Readiness Standard</p> <p>(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates; Supporting Standard</p> <p>(C) explain the political impact of Woodrow Wilson’s Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; Readiness Standard</p> <p>(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics. Readiness Standard</p>	<p>Recognizes the causes and impact of World War I.</p>
<b>WH.10 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Events Prior and During Military and Diplomatic Conflicts</i></p> <ul style="list-style-type: none"> <li>• explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> <li>• explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs</li> <li>• trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</li> <li>• identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul> <p><i>Individual Contributions During Wartime</i></p> <ul style="list-style-type: none"> <li>• analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</li> </ul>	<p><i>Continued</i></p>

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

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

*Effects of Military and Diplomatic Conflicts*

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

*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

*Continued*

<b>WH.10</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• compare the observance of holidays and celebrations, past and present</li><li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

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

<b>STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (11) History.</b> The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to</p> <p>(A) summarize the international, political, and economic causes of the global depression; Readiness Standard</p> <p>(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression. Supporting Standard</p>	<p>Recognizes the causes and impact of the economic depression following World War I.</p>

<b>WH.11</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
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	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> <li>• identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</li> <li>• explain the causes, important events, and effects of the War of 1812</li> <li>• explain the origin and development of American political parties</li> <li>• describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government</li> </ul>
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**WH.11****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- describe the causes and effects of the War of 1812
- describe the impact of the Civil War and Reconstruction on Texas

*Economic Influences*

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

*Social Influences*

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

*Individuals and Groups Shaping History*

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

*Continued*

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

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

*Continued*

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

- 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
- 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

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<b>WH.11</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</li> <li>• explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins</li> <li>• identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II</li> </ul> <p><i>Historical Significance of Patriotic Celebrations and National Landmarks</i></p> <ul style="list-style-type: none"> <li>• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings</li> <li>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li> <li>• compare the observance of holidays and celebrations, past and present</li> <li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li> <li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li> <li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li> </ul>

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

**STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (12) History.</b> The student understands the causes and impact of World War II. The student is expected to</p> <p>(A) describe the emergence and characteristics of totalitarianism; Readiness Standard</p> <p>(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; Supporting Standard</p> <p>(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs. Readiness Standard</p>	<p>Recognizes the causes and impact of World War II.</p>

**WH.12 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"> <li>• explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> <li>• explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs</li> <li>• trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</li> <li>• identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul> <p><i>Individual Contributions During Wartime</i></p> <ul style="list-style-type: none"> <li>• analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address</li> <li>• explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar</li> </ul>
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**WH.12****Prerequisite Skills/Links to TEKS Vertical Alignment**

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

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<b>WH.12</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

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

**STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.**

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p><b>World History (13) History.</b> The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to</p> <p>(A) summarize how the outcome of World War II contributed to the development of the Cold War; Readiness Standard</p> <p>(B) summarize the factors that contributed to communism in China, including Mao Zedong’s role in its rise, and how it differed from Soviet communism; Readiness Standard</p> <p>(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race; Readiness Standard</p> <p>(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; Supporting Standard</p> <p>(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; Readiness Standard</p> <p>(F) explain how Arab rejection of the State of Israel has led to ongoing conflict. Supporting Standard</p>	<p>Recognizes the impact of events associated with the Cold War and independence movements.</p>

**WH.13 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"> <li>• explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</li> <li>• explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs</li> <li>• trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin</li> <li>• identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party</li> </ul>
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**WH.13****Prerequisite Skills/Links to TEKS Vertical Alignment***Individual Contributions During Wartime*

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

*Effects of Military and Diplomatic Conflicts*

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

*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

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<b>WH.13</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</li><li>• compare the observance of holidays and celebrations, past and present</li><li>• describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day</li><li>• identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</li><li>• explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day</li></ul>

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

STAAR Reporting Category 2 – History 1750 to the Present: The student will demonstrate an understanding of issues and events in world history from 1750 to the present.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p><b>World History (14) History.</b> The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to</p> <p>(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20<sup>th</sup> century, including Palestinian terrorism and the growth of al Qaeda; Supporting Standard</p> <p>(B) explain the U.S. response to terrorism from September 11, 2001, to the present. Supporting Standard</p>	<p>Recognizes the development of radical Islamic fundamentalism.</p>

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

	<p><i>Political Influences</i></p> <ul style="list-style-type: none"> <li>• identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act</li> <li>• evaluate the impact of the election of Hiram Rhodes Revels</li> <li>• evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments</li> <li>• identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster</li> <li>• identify areas that were acquired to form the United States, including the Louisiana Purchase</li> <li>• explain the causes and effects of the U.S.-Mexican War and their impact on the United States</li> <li>• analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation</li> <li>• explain the political, economic, and social roots of Manifest Destiny</li> <li>• explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States</li> <li>• explain the impact of the election of Andrew Jackson, including expanded suffrage</li> <li>• identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine</li> <li>• explain the causes, important events, and effects of the War of 1812</li> <li>• explain the origin and development of American political parties</li> <li>• describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government</li> </ul>
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**WH.14****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
- describe the causes and effects of the War of 1812
- describe the impact of the Civil War and Reconstruction on Texas

*Economic Influences*

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

*Social Influences*

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

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

<b>STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (16) Geography.</b> The student understands the impact of geographic factors on major historic events and processes. The student is expected to</p> <p>(A) locate places and regions of historical significance directly related to major eras and turning points in world history; Supporting Standard</p> <p>(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals. Readiness Standard</p>	<p>Recognizes the influence of geographic factors on historic events.</p>
<b>WH.16 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Geographic Influence on History</i></p> <ul style="list-style-type: none"> <li>• explain the impact of geographic factors on economic development and the domestic and foreign policies of societies</li> <li>• identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society’s ability to control territory</li> <li>• identify and explain the geographic factors responsible for the location of economic activities in places and regions</li> </ul> <p><i>Relationship between People and Physical Environment</i></p> <ul style="list-style-type: none"> <li>• describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries</li> <li>• describe the positive and negative consequences of human modification of the physical environment of the United States</li> <li>• analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries</li> <li>• explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas</li> <li>• identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications</li> <li>• describe ways in which technology influences human interactions with the environment such as humans building dams for flood control</li> </ul>	

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

- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure
- identify and analyze ways people have adapted to the physical environment in various places and regions
- analyze the positive and negative consequences of human modification of the environment in the United States, past and present
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality
- identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
- describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams
- identify and compare the human characteristics of various regions
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape
- identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards
- identify ways people can conserve and replenish natural resources
- 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

*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

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

- 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
- describe how natural resources and natural hazards affect activities and settlement patterns
- describe how weather patterns and seasonal patterns affect activities and settlement patterns

*Characteristics of Places and Regions*

- analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States
- compare places and regions of the United States in terms of physical and human characteristics
- locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
- compare places and regions of Texas in terms of physical and human characteristics
- locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation
- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity

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

- 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

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

**STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.**

TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p><b>World History (23) Culture.</b> The student understands the history and relevance of major religious and philosophical traditions. The student is expected to</p> <p>(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; Readiness Standard</p> <p>(B) identify examples of religious influence on various events referenced in the major eras of world history. Supporting Standard</p>	<p>Recognizes the history and influence of religious and philosophical traditions.</p>

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

<p><i>Cultural Effects on Institutions</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of the First Amendment guarantees of religious freedom on the American way of life</li> <li>• describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings</li> <li>• trace the development of religious freedom in the United States</li> <li>• explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</li> <li>• explain the relationship among religious ideas, philosophical ideas, and cultures</li> <li>• analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</li> <li>• compare characteristics of institutions in various contemporary societies</li> <li>• identify institutions basic to all societies, including government, economic, educational, and religious institutions</li> </ul> <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> <li>• identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote</li> <li>• identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts</li> </ul>
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**WH.23****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

**People, past and present skills**

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

*Continued*

WH.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><b>Social awareness skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that others have perspectives and feelings that are different from his/her own</li> <li>• demonstrate an understanding that others have specific characteristics</li> </ul> <p><b>Self-concept skills</b></p> <ul style="list-style-type: none"> <li>• show awareness of areas of competence and describe self positively in what he/she is able to do</li> </ul> <p><i>Cultural Diffusion</i></p> <ul style="list-style-type: none"> <li>• identify the political, social, and economic contributions of women to American society</li> <li>• analyze the contributions of people of various racial, ethnic, and religious groups to our national identity</li> <li>• identify ways conflicts between people from various racial, ethnic, and religious groups were resolved</li> <li>• explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs</li> <li>• identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration</li> <li>• identify examples of positive and negative effects of cultural diffusion</li> <li>• identify and define the impact of cultural diffusion on individuals and world societies</li> <li>• evaluate the impact of improved communication technology among cultures</li> <li>• identify and describe factors that influence cultural change such as improved communication, transportation, and economic development</li> <li>• identify and describe how culture traits such as trade, travel, and war spread</li> </ul>

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

**STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (24) Culture.</b> The student understands the roles of women, children, and families in different historical cultures. The student is expected to</p> <p>(A) describe the changing roles of women, children, and families during major eras of world history; Supporting Standard</p> <p>(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history. Supporting Standard</p>	<p>Recognizes the roles of women, children, and families in different historical cultures.</p>

**WH.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"> <li>• evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, abolition, the labor reform movement, and care of the disabled</li> <li>• describe the historical development of the abolitionist movement</li> <li>• identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains</li> <li>• identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes</li> </ul> <p><i>Impact of Diversity</i></p> <ul style="list-style-type: none"> <li>• identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote</li> <li>• identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts</li> <li>• describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture</li> <li>• explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances</li> <li>• identify and explain examples of conflict and cooperation between and among cultures</li> <li>• analyze the similarities and differences among various world societies</li> </ul>
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**WH.24****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

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

**STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (25) Culture.</b> The student understands how the development of ideas has influenced institutions and societies. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India; Supporting Standard</li> <li>(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome; Supporting Standard</li> <li>(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; Supporting Standard</li> <li>(D) explain how Islam influences law and government in the Muslim world. Supporting Standard</li> </ul>	<p>Recognizes how the development of ideas has influenced institutions and societies.</p>

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

<p><i>Cultural Effects on Institutions</i></p> <ul style="list-style-type: none"> <li>• analyze the impact of the First Amendment guarantees of religious freedom on the American way of life</li> <li>• describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings</li> <li>• trace the development of religious freedom in the United States</li> <li>• explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</li> <li>• explain the relationship among religious ideas, philosophical ideas, and cultures</li> <li>• analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions</li> <li>• compare characteristics of institutions in various contemporary societies</li> <li>• identify institutions basic to all societies, including government, economic, educational, and religious institutions</li> </ul>
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**WH.25****Prerequisite Skills/Links to TEKS Vertical Alignment***Impact of Diversity*

- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote
- 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*

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

*Cultural Diffusion*

- identify the political, social, and economic contributions of women to American society
- analyze the contributions of people of various racial, ethnic, and religious groups to our national identity
- identify ways conflicts between people from various racial, ethnic, and religious groups were resolved
- explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs
- identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration
- 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

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

**STAAR Reporting Category 3 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on world history.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (26) Culture.</b> The student understands the relationship between the arts and the times during which they were created. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures; Supporting Standard</li> <li>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced. Supporting Standard</li> </ul>	<p>Recognizes the relationship between the arts and the times during which they were created.</p>

**WH.26 Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>The Arts in Society</i></p> <ul style="list-style-type: none"> <li>• analyze the relationship between fine arts and continuity and change in the American way of life</li> <li>• identify examples of American art, music, and literature that reflect society in different eras</li> <li>• describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, “Battle Hymn of the Republic,” transcendentalism, and other cultural activities in the history of the United States</li> <li>• identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time</li> <li>• describe ways in which contemporary issues influence creative expressions</li> <li>• relate ways in which contemporary expressions of culture have been influenced by the past</li> <li>• explain the relationships that exist between societies and their architecture, art, music, and literature</li> <li>• explain how examples of art, music, and literature reflect the times during which they were created</li> <li>• 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”</li> <li>• 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</li> <li>• 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</li> <li>• explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage</li> <li>• identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage</li> </ul>
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**WH.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

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<b>WH.26</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<p><b>Citizenship skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures</li> </ul> <p><b>People, past and present skills</b></p> <ul style="list-style-type: none"> <li>• identify similarities and differences in characteristics of families</li> <li>• identify similarities and differences in characteristics of people</li> </ul> <p><b>Social awareness skills</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding that others have perspectives and feelings that are different from his/her own</li> <li>• demonstrate an understanding that others have specific characteristics</li> </ul> <p><b>Self-concept skills</b></p> <p>show awareness of areas of competence and describe self positively in what he/she is able to do</p>

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

<b>STAAR Reporting Category 4 – Government and Citizenship: The student will demonstrate an understanding of civics and the historical development of government.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (19) Government.</b> The student understands the characteristics of major political systems throughout history. The student is expected to</p> <p>(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; Supporting Standard</p> <p>(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism. Readiness Standard</p>	<p>Recognizes the characteristics of major political systems throughout history.</p>

**WH.19 Prerequisite Skills/Links to TEKS Vertical Alignment**

	<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> <li>• explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War</li> <li>• analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</li> <li>• identify historical origins of democratic forms of government such as Ancient Greece</li> <li>• compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</li> <li>• identify and give examples of governments with rule by one, few, or many</li> <li>• review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</li> <li>• identify reasons for limiting the power of government</li> <li>• compare the characteristics of limited and unlimited governments</li> <li>• identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</li> <li>• distinguish between national and state governments and compare their responsibilities in the U.S. federal system</li> <li>• identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</li> <li>• identify and explain the basic functions of the three branches of government</li> <li>• identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</li> <li>• identify and compare the systems of government of early European colonists, including representative government and monarchy</li> <li>• identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas</li> <li>• compare how various American Indian groups such as the Caddo and the Comanche governed themselves</li> </ul>
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**WH.19****Prerequisite Skills/Links to TEKS Vertical Alignment***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

**Social-competence skills**

- 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 4 – Government and Citizenship: The student will demonstrate an understanding of civics and the historical development of government.**

<p align="center"><b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>	<p align="center"><b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>
<p><b>World History (20) Government.</b> The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to</p> <p>(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; Readiness Standard</p> <p>(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi’s Code, the Jewish Ten Commandments, Justinian’s Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen; Supporting Standard</p> <p>(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; Supporting Standard</p> <p>(D) explain the significance of the League of Nations and the United Nations. Supporting Standard</p>	<p>Recognizes how current political systems have developed.</p>

**WH.20 Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Political and Legal Systems</i></p> <ul style="list-style-type: none"> <li>• explain constitutional issues arising over the issue of states’ rights, including the Nullification Crisis and the Civil War</li> <li>• analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason</li> <li>• identify historical origins of democratic forms of government such as Ancient Greece</li> <li>• compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</li> <li>• identify and give examples of governments with rule by one, few, or many</li> <li>• review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</li> <li>• identify reasons for limiting the power of government</li> </ul>
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**WH.20****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*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

*Continued*

WH.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li>• explain the purpose for rules and laws in the home, school, and community</li><li>• explain how authority figures make and enforce rules</li><li>• identify authority figures in the home, school, and community</li><li>• identify rules that provide order, security, and safety in the home and school</li><li>• identify purposes for having rules</li></ul> <p><b>Social-competence skills</b></p> <ul style="list-style-type: none"><li>• assume various roles and responsibilities as part of a classroom community</li></ul>

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

**STAAR Reporting Category 4 – Government and Citizenship: The student will demonstrate an understanding of civics and the historical development of government.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (21) Citizenship.</b> The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to</p> <p>(A) describe how people have participated in supporting or changing their governments; Supporting Standard</p> <p>(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; Readiness Standard</p> <p>(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce. Supporting Standard</p>	<p>Recognizes the significance of political decisions made by individuals, groups, and nations throughout history.</p>

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

	<p><i>Leadership</i></p> <ul style="list-style-type: none"> <li>• describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton</li> <li>• analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln</li> <li>• analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau’s refusal to pay a tax</li> <li>• evaluate the contributions of the Founding Fathers as models of civic virtue</li> <li>• explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America</li> <li>• identify the contributions of Texas leaders, including Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</li> <li>• identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States</li> <li>• identify and compare leadership qualities of national leaders, past and present</li> <li>• identify past and present leaders in the national government, including the president and various members of Congress, and their political parties</li> </ul>
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**WH.21****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*Civic Participation*

- 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
- 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

*Roles, Responsibilities and Rights of Citizens*

- summarize a historical event in which compromise resulted in a peaceful resolution
- describe the importance of free speech and press in a constitutional republic
- identify different points of view of political parties and interest groups on important historical and contemporary issues
- explain how the rights and responsibilities of U.S. citizens reflect our national identity
- summarize the criteria and explain the process for becoming a naturalized citizen of the United States
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
- explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family
- summarize rights guaranteed in the Bill of Rights
- define and give examples of unalienable rights
- 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

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<b>WH.21</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"> <li>• describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens</li> <li>• describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney</li> <li>• explain how to contact elected and appointed leaders in state and local governments</li> <li>• identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals</li> <li>• explain the duty of the individual in state and local elections such as being informed and voting</li> <li>• explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects</li> <li>• identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll</li> <li>• identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting</li> <li>• identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship</li> <li>• identify ways to actively practice good citizenship, including involvement in community service</li> <li>• identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship</li> <li>• identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting</li> <li>• identify other individuals who exemplify good citizenship</li> <li>• identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship</li> </ul>

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

**STAAR Reporting Category 4 – Government and Citizenship: The student will demonstrate an understanding of civics and the historical development of government.**

<p align="center"><b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>	<p align="center"><b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b></p>
<p><b>World History (22) Citizenship.</b> The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to</p> <p>(A) summarize the development of the rule of law from ancient to modern times; Supporting Standard</p> <p>(B) identify the influence of ideas regarding the right to a “trial by a jury of your peers” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome; Supporting Standard</p> <p>(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia; Supporting Standard</p> <p>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur; Supporting Standard</p> <p>(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de mayo, and Chinese student protestors in Tiananmen Square. Supporting Standard</p>	<p>Recognizes the historical development of important concepts related to the rights and responsibilities of citizenship.</p>

**WH.22 Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Roles, Responsibilities and Rights of Citizens</i></p> <ul style="list-style-type: none"> <li>• summarize a historical event in which compromise resulted in a peaceful resolution</li> <li>• describe the importance of free speech and press in a constitutional republic</li> <li>• identify different points of view of political parties and interest groups on important historical and contemporary issues</li> <li>• explain how the rights and responsibilities of U.S. citizens reflect our national identity</li> <li>• summarize the criteria and explain the process for becoming a naturalized citizen of the United States</li> </ul>
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**WH.22****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries
- explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family
- summarize rights guaranteed in the Bill of Rights
- define and give examples of unalienable rights
- 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

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**WH.22****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*Leadership*

- describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton
- analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln
- 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
- evaluate the contributions of the Founding Fathers as models of civic virtue
- 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
- 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

*Civic Participation*

- explain how to contact elected and appointed leaders in local, state, and national governments

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<b>WH.22</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<ul style="list-style-type: none"><li>• explain the duty individuals have to participate in civic affairs at the local, state, and national levels</li><li>• identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good</li><li>• identify examples of actions individuals and groups can take to improve the community</li><li>• give examples of community changes that result from individual or group decisions</li></ul>

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

**STAAR Reporting Category 5 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on world history.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (17) Economics.</b> The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to</p> <p>(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution; Readiness Standard</p> <p>(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; Supporting Standard</p> <p>(C) summarize the economic and social impact of 20<sup>th</sup> century globalization. Supporting Standard</p>	<p>Recognizes the impact of the Neolithic and Industrial revolutions and globalization on humanity.</p>

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

<p><i>Development and Operation of Economic Systems</i></p> <ul style="list-style-type: none"> <li>• describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries</li> <li>• explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights</li> <li>• identify the economic factors that brought about rapid industrialization and urbanization</li> <li>• analyze the War of 1812 as a cause of economic changes in the nation</li> <li>• analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history</li> <li>• explain the reasons for the increase in factories and urbanization</li> <li>• explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery</li> <li>• identify economic differences among different regions of the United States</li> <li>• explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas</li> <li>• trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing</li> <li>• explain economic factors that led to the urbanization of Texas</li> <li>• evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States</li> <li>• explain how supply and demand affects consumers in the United States</li> </ul>
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**WH.17****Prerequisite Skills/Links to TEKS Vertical Alignment**

- give examples of the benefits of the free enterprise system in the United States
- describe how the free enterprise system works in the United States
- describe the development of the free enterprise system in colonial America and the United States
- identify major industries of colonial America
- explain the economic patterns of early European colonists
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas
- explain how developments in transportation and communication have influenced economic activities in Texas
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- give examples of the benefits of the free enterprise system such as choice and opportunity
- describe how the free enterprise system works, including supply and demand
- describe the development of the free enterprise system in Texas
- explain the economic activities early immigrants to Texas used to meet their needs and wants
- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting

*Evolution of Economic Systems Based on Human Need*

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

*Continued*

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

- define and identify examples of scarcity
- create a simple budget that allocates money for spending, saving, and donating
- identify ways of earning, spending, saving, and donating money
- examine the development of a product from a natural resource to a finished product
- identify ways in which people are both producers and consumers
- distinguish between producing and consuming
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- explain how work provides income to purchase goods and services
- describe how specialized jobs contribute to the production of goods and services
- describe the components of various jobs and the characteristics of a job well-performed
- identify examples of choices families make when buying goods and services
- explain why wanting more than they can have requires that people make choices
- identify examples of people wanting more than they can have
- identify the role of markets in the exchange of goods and services
- identify ways people exchange goods and services
- identify examples of goods and services in the home, school, and community
- describe similarities and differences in ways families meet basic human needs
- describe ways that families meet basic human needs
- explain why people have jobs
- identify jobs in the home, school, and community
- explain how basic human needs can be met such as through self-producing, purchasing, and trading
- explain the difference between needs and wants
- identify basic human needs of food, clothing, and shelter

**Economic skills**

- discuss the roles and responsibilities of community workers
- 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

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

- 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

*Global Trade and Economic Interdependence*

- analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets
- analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas
- analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world
- identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world

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

**STAAR Reporting Category 5 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on world history.**

<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (18) Economics.</b> The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to</p> <p>(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i>; Readiness Standard</p> <p>(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx; Readiness Standard</p> <p>(C) identify the historical origins and characteristics of socialism; Readiness Standard</p> <p>(D) identify the historical origins and characteristics of fascism; Readiness Standard</p> <p>(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20<sup>th</sup> century. Supporting Standard</p>	<p>Recognizes the origins of contemporary economic systems and the benefits of free enterprise in world history.</p>

**WH.18 Prerequisite Skills/Links to TEKS Vertical Alignment**

<p><i>Factors Influencing Economies</i></p> <ul style="list-style-type: none"> <li>• identify and describe the effects of government regulation and taxation on economic development and business planning</li> <li>• describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy</li> <li>• define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries</li> <li>• explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies</li> <li>• identify problems and issues that may arise when one or more of the factors of production is in relatively short supply</li> <li>• describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies</li> <li>• explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States</li> </ul>
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**WH.18****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*Evolution of Economic Systems Based on Human Need*

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

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**WH.18****Prerequisite Skills/Links to TEKS Vertical Alignment**

- 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

*Development and Operation of Economic Systems*

- describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries
- explain why a free enterprise system of economics developed in the new nation including minimal government intrusion, taxation, and property rights
- identify the economic factors that brought about rapid industrialization and urbanization
- analyze the War of 1812 as a cause of economic changes in the nation
- analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history
- explain the reasons for the increase in factories and urbanization
- explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery
- identify economic differences among different regions of the United States
- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
- trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing
- explain economic factors that led to the urbanization of Texas
- evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States
- explain how supply and demand affects consumers in the United States
- give examples of the benefits of the free enterprise system in the United States
- describe how the free enterprise system works in the United States
- describe the development of the free enterprise system in colonial America and the United States

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**WH.18****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify major industries of colonial America
- explain the economic patterns of early European colonists
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas
- explain how developments in transportation and communication have influenced economic activities in Texas
- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- give examples of the benefits of the free enterprise system such as choice and opportunity
- describe how the free enterprise system works, including supply and demand
- describe the development of the free enterprise system in Texas
- explain the economic activities early immigrants to Texas used to meet their needs and wants
- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting

*Global Trade and Economic Interdependence*

- analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets
- analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas
- analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world
- identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world

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

<b>STAAR Reporting Category 5 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on world history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (27) Science, technology, and society.</b> The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to</p> <p>(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties; Supporting Standard</p> <p>(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations; Supporting Standard</p> <p>(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe; Supporting Standard</p> <p>(D) describe the origins of the Scientific Revolution in 16<sup>th</sup> century Europe and explain its impact on scientific thinking worldwide; Supporting Standard</p> <p>(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle. Supporting Standard</p>	<p>Recognizes how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.</p>
<b>WH.27 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> <li>• identify examples of how industrialization changed life in the United States</li> <li>• compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</li> <li>• explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</li> <li>• analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally</li> <li>• analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States</li> </ul>	<p style="border: 1px solid black; border-radius: 15px; padding: 2px 10px; display: inline-block;"><i>Continued</i></p>

**WH.27****Prerequisite Skills/Links to TEKS Vertical Alignment**

- explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts
- 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
- 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.

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

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

<b>STAAR Reporting Category 5 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on world history.</b>	
<b>TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations</b>
<p><b>World History (28) Science, technology, and society.</b> The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to</p> <p>(A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution; Supporting Standard</p> <p>(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19<sup>th</sup> century imperialism; Supporting Standard</p> <p>(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War; Supporting Standard</p> <p>(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; Supporting Standard</p> <p>(E) identify the contributions of significant scientists and inventors such as Mari Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt. Supporting Standard</p>	<p>Recognizes how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.</p>
<b>WH.28 Prerequisite Skills/Links to TEKS Vertical Alignment</b>	
<b>WH.28</b>	<p><i>Impact of Science and Technology on Society</i></p> <ul style="list-style-type: none"> <li>• identify examples of how industrialization changed life in the United States</li> <li>• compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history</li> <li>• explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west</li> </ul>

Continued

**WH.28****Prerequisite Skills/Links to TEKS Vertical Alignment**

- analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally
- analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States
- explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts
- 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
- 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

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<b>WH.28</b>	<b>Prerequisite Skills/Links to TEKS Vertical Alignment</b>
	<p data-bbox="201 220 611 248"><i>Notable Scientists and Individuals</i></p> <ul data-bbox="222 256 1955 581" style="list-style-type: none"><li data-bbox="222 256 1955 326">• identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.</li><li data-bbox="222 331 1955 435">• identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong</li><li data-bbox="222 440 1955 509">• identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions</li><li data-bbox="222 514 1955 581">• identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur</li></ul>

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

**Standards for Underlying Social Studies: Standards for underlying social studies skills will not be listed under a separate reporting category. These standards will be incorporated into assessment tasks in reporting categories 1–5 and identified along with content standards.**

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

**World History (15) Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to

- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation;
- (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

**World History (16) Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to

- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

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

*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

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

- 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?
- 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

**Geography skills**

- 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.

**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 1–5 and identified along with content standards.**

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

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

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

**WH.29**

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

*Acquisition of Information Through a Variety of Sources*

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

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**WH.29****Prerequisite Skills/Links to TEKS Vertical Alignment**

- identify different points of view about an issue, topic, or current event
  - differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
  - analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions
  - organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
  - 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
- Technology and devices skills**
- 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 1–5 and identified along with content standards.**

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

**World History (30) Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to

- (A) use social studies terminology correctly;
- (C) interpret and create written, oral, and visual presentations of social studies information.

**WH.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.