



## History

People Past and Present The student understands past events and how these events relate to their cultural background as well as present and future activities (see K.VII.A).

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

### Historical Significance of Patriotic Celebrations and National Landmarks

connect his life to events, time, and routines (K.VII.A.3)

identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day (K)

identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day (K)

describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (1)

compare the observance of holidays and celebrations (1)

explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)

identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2)

History. The student understands how historical figures helped shape the state and nation (K.2; 1.2). The student understands how historical figures helped shape the community, state, and nation (2.2). The student understands how individuals, events, and ideas have influenced the history of various communities (3.1). The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration (4.1). The student understands important issues, events, and individuals of the 20th century in Texas (4.5). The student understands important issues, events, and individuals in the United States



World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, Bessie Coleman and other local individuals (4)

explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Batillo Higgins (4)

explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions (5)

analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election (5)

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

identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery (7)

describe presidential actions and congressional votes to address minority rights in the United States,



identify leaders important to the founding of Texas as a republic and state, including José ~~Alvarado~~, Sam Houston, Mirabeau Lamar, and Anson Jones (4)

Cuban Missile Crisis (US)

describe how Cold War tensions were intensified by the House American Activities Committee (HUAC), McCarthyism, the arms race, and the space race (US)

describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement (US)

History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established (5.3). The student understands the foundations of representative government in the United States (8.3). The student understands significant political and economic issues of the revolutionary and Constitutional eras (8.4). The student understands the principles included in the Celebrate Freedom Week program (US1). The student is expected to

#### Establishment of the U.S. Constitution

identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution (5)

explain the reasons for the growth of representative government and institutions during the colonial period (8)

analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (8)

describe how religion and virtue contributed to the growth of representative government in the American colonies (8)

analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War (8)



summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion (4)

identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas (4)

explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals (4)

identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas (4)

identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas (4)

explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain (5)

describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams (5)

identify reasons for English, Spanish, and French exploration and colonization of North America (8)

compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (8)

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identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams (8)

evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments (8)

explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels (8)

analyze political issues such as Indian policies, the growth of political machines, and civil service reform (US)

describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente (US)

describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength (US)

describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Contra Affair (US)

describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror (US)

identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum (US)

analyze the impact of third parties on the 1992 and 2000 presidential elections (US)

#### Economic Influences

explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (4)

explain the effects of the railroad industry on life in Texas, including changes to cities and major industries (4)

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

summarize arguments regarding protective tariffs, taxation, and the banking system (8)

analyze the impact of tariff policies on sections of the United States before the Civil War (8)

explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups (8)

analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business (US)

identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy (US)

#### Social Influences

explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo (4)

explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution (5)

identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad (5)

explain the effects of the Fugitive Slave Act of 1793 (8)

analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears (8)

compare the effects of political, economic, and social factors on slaves and Blacks (8)

analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, abolitionists (8)

analyze the impact of slavery on different sections of the United States (8)



Relationship between People and Physical Environment

identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)

identify consequences of human modification of the physical environment (2)

identify ways people can conserve and replenish resources (2)

describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards (3)



resources, and weather (1)

identify and describe how geographic location influences human characteristics of place such as shelter, clothing, food, and activities (1)

identify major landforms and bodies of water, including each of the

explain the difference between needs and wants (K)  
 explain how basic human needs can be met (K)  
 identify jobs in the home, school, and community (K)  
 explain why people have jobs (K)  
 describe ways that families meet basic human needs (1)  
 describe similarities and differences in ways families meet basic human needs (1)  
 identify examples of goods and services in the home, school, and community (1)  
 identify ways people exchange goods and services (1)  
 identify the role of markets in the exchange of goods and services (1)  
 identify examples of people wanting more than they can have (1)  
 explain why wanting more than they can have requires that people make choices (1)  
 identify examples of choices families make when buying goods and services (1)  
 describe the tools of various jobs and the characteristics of a job well performed (1)  
 describe how various jobs contribute to the production of goods and services (1)  
 explain how work provides income to purchase goods and services (2)  
 explain the choices people can make about earning, spending, and saving money (2)  
 distinguish between producing and consuming (2)  
 identify ways in which people are both producers and consumers (2)  
 trace the development of a product from a natural resource to a finished product (2)  
 identify ways of earning, spending, saving, and donating money (3)  
 create a simple budget that allocates money for spending and saving (3)  
 explain how supply and demand affect the price of a good or service (3)  
 define and identify examples of scarcity (3)  
 explain how the cost of production and selling price affect profits (3)  
 identify individuals, past and present, including Henry Ford and Sam Walton who have started new businesses (3)  
 compare ways in which various societies organize the production and distribution of goods and services (6)  
 compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (6)  
 understand the importance of ethics in maintaining a functional free enterprise system (6)

Economics The student understands patterns of work and economic activities in the United States (7.4). The student understands the factors of production in a society's economy (6.6). The student understands categories of economic activities and the data used to measure a society's economic level (6.8). The student is expected to

#### Factors Influencing Economies

compare how people in different regions of the United States earn a living, past and present (5)  
 identify and explain how geographic factors have influenced the location of economic activities in the United States (5)  
 analyze the effects of immigration and migration on the economic development and growth of the United States (5)  
 describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)  
 describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (6)  
 identify problems that may arise when one or more of the factors of production is in relatively short supply (6)  
 explain the impact of the distribution of resources on international trade and economic interdependence





identify economic differences among different regions of the United States (8)

explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery (8)

explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas (7)  
analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets (7)

Government The student understands the purpose of rules and laws (1.10). The student understands the role of authority figures (1.8). The student understands the purpose of rules and laws (1.11). The student understands the role of authority figures and public officials (1.11). The student understands the purpose of governments (1.8). The student understands the role of public officials (1.11). The student understands the basic structure and functions of various levels of government (1.10). The student understands the structure and

## Political and Legal Systems

compare how various American Indian groups such as the Caddo and the Comanche governed themselves (4)

compare characteristics of the Spanish colonial government and the early Mexican government (4)

compare the systems of government of early European colonists, including representative government and monarchy (5)

identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses (5)

identify and explain the basic functions of the three branches of government (5)

identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (5)

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

describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) (6)

identify reasons for limiting the power of government (6)

identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups (6)

student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society (8.16). The student understands the impact of landmark Supreme Court cases (8.18). The student understands the impact of constitutional issues on American society (US20). The student is expected to:

#### Historical Documents

identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)





identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, nonviolent protesting, litigation, and amendments to the U.S. Constitution (US)

evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924 (US)

explain how participation in the democratic process reflects our2.002 (c04 Tf 72 2.998 (r)12.002 (2.002 (cp )-2.9

explain how to contact elected and appointed leaders in local, state, and national governments (5)

Citizenship The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville (US21). The student is expected to

#### Concepts of Human Rights

discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez faire (US)

describe how American values are different and unique from those of other nations (US)

People Past and Present The student understands past events and how these events relate to their cultural background as well as present and future activities (K.10). (See K.VII.A).

Culture. The student understands similarities and differences among individuals (K.10). The student understands the importance of family traditions (K.1). The student understands the importance of family and community beliefs, language, and traditions (4). The student understands ethnic and/or cultural celebrations (2.2). The student understands ethnic and/or cultural celebrations (2.2). (See 2.9 49.03 Tr0)





understands how people from various groups contribute to our national identity (US25). The student is expected to

#### Individuals and Groups Who Have Affected Culture

- identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains (3)
- identify and describe the heroic deeds of individuals such as Harriet Tubman, Tom Beamer, and other contemporary heroes (3)
- describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery (6)
- evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled (8)
- explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society (US)
- describe the Americanization movement to assimilate immigrants and American Indians into American culture (US)
- explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture (US)
- identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society (US)

Culture. The student understands the importance of writers and artists to the cultural heritage of

Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects daily life, past and present (5.1). The student understands how science and technology have affected life, past and present (2.14). The student identifies individuals who exhibited individualism and inventiveness (2.14). The student understands how individuals have created or invented new technology and affected life in various communities, past and present (3.1). The student understands the impact of science and technology on life in Texas (4.14). The student understands the impact of science and technology on society in the United States (5.12). The student understands the influences of science and technology on contemporary societies (6.18). The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas (8.27). The student understands the impact of science and technology on the economic development of the United States (8.27). The student understands the impact of scientific discoveries and technological innovations on daily life in the United States (8.28). The student understands the



interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)

interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)

identify different points of view about an issue, topic, historical event, or current event (4)

organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (5)

analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (5)

identify the historical context of an event (5)

analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)

identify different points of view about an issue or current topic (6)

organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6)

analyze information by applying absolute and relative chronology through sequencing, categorizing, 6 (es, )-3.9