

US.1	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li data-bbox="262 235 283 251">•

STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to</p> <p>(A) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; Readiness Standard</p> <p>(B) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (U.S. launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama). Supporting Standard</p>	<p>Recognizes important dates and time periods in U.S. history from 1877 to the present.</p>
<p>US.2 Prerequisite Skills/Links to TEKS Vertical Alignment</p>	
<p><i>Jkuvqtkecn"UkipkLecpeg"qh"Rcvtkqyke"Egngdtcvkqpu"cpf"Pcvkqpcn"Ncpfoctmu</i></p> <ul style="list-style-type: none"> • explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2) • describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day (1) • identify national patriotic holidays such as Constitution Day, Presidents’ Day, Veterans Day, and Independence Day (K) <p><i>Jkuvqtkecn"Rqkpvu"qh"Tghgtgpeg</i></p> <ul style="list-style-type: none"> • identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7) • explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop (7) 	

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US.2	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><i>Cr rnkcevkqp"qhl"Et kvkecn"Vj kpmkp i"Umknmu</i></p> <ul style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) • apply the terms year, decade, and century to describe historical times (3) • create and interpret timelines (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • create and interpret timelines for events in the past and present (2) • apply vocabulary related to chronology, including past, present, and future (2) • describe the order of events by using designations of time periods such as historical and present times (2) •

US.3	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)• place events in chronological order (K)

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<p>United States History (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to</p> <p>(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, Stanford B. Doyle moved the United States into the position of a world power; Readiness Standard</p> <p>(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico; Supporting Standard</p> <p>(C) identify the causes of World War I and reasons for U.S. entry; Readiness Standard</p> <p>(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest; Supporting Standard</p> <p>(E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front; Supporting Standard</p> <p>(F) analyze major issues raised by U.S. involvement in World War I, including isolationism neutrality, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles. Readiness Standard</p>	<p>Recognizes important factors that contributed to the United States becoming a world power.</p>
US.4 Prerequisite Skills/Links to TEKS Vertical Alignment	
US.4	

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

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

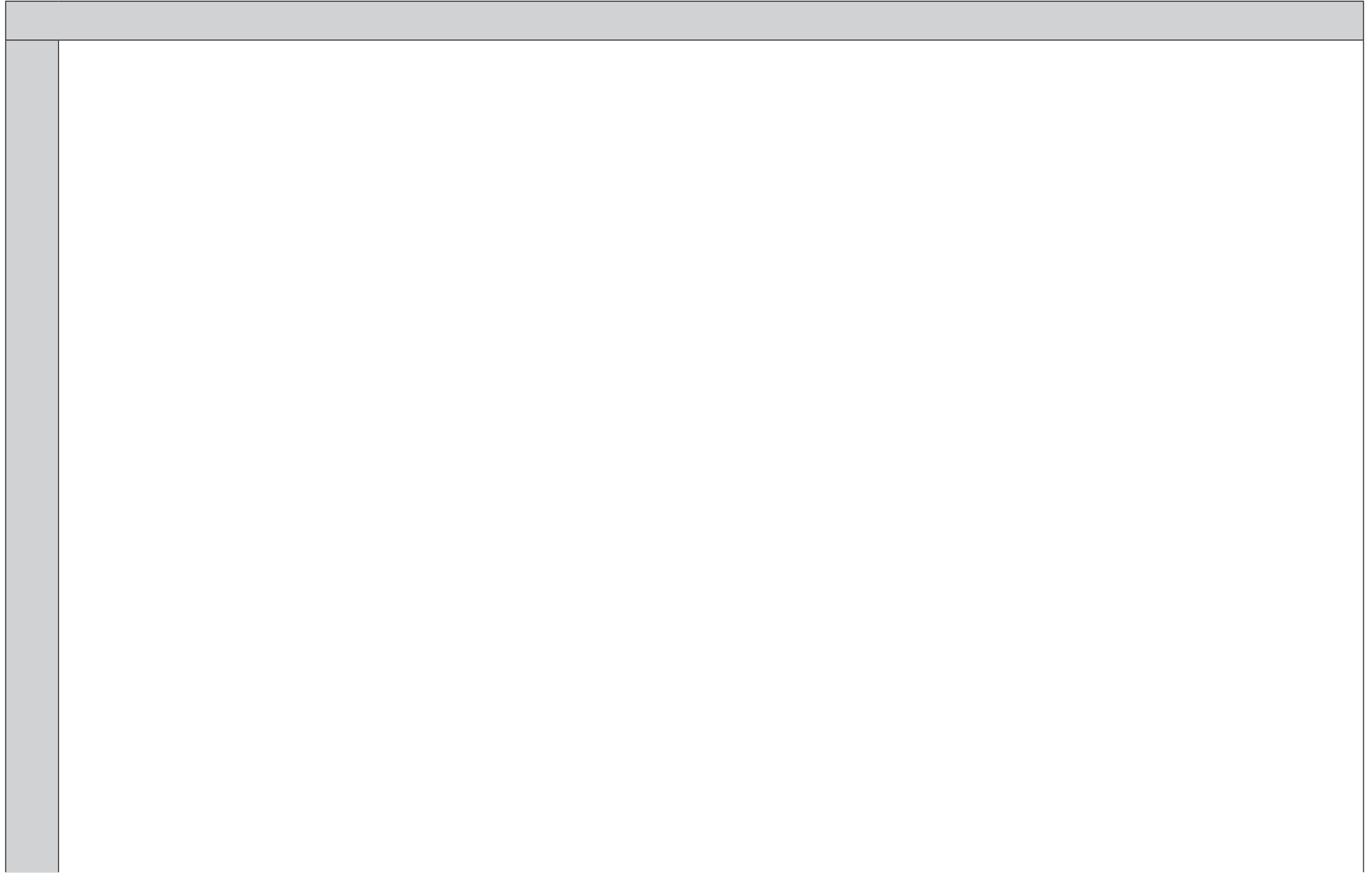
US.4	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• describe the order of events by using designations of time periods such as historical and present times (2)• use social studies terminology correctly (1-8; US)• use a calendar to describe and measure time in days, weeks, months, and years (1)• use a simple timeline to distinguish among past, present, and future (1)• sequence and categorize information (K–1)• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)• place events in chronological order (K)

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<p>United States History (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to</p>	

US.6	Prerequisite Skills/Links to TEKS Vertical Alignment

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<p>United States History (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to</p> <ul style="list-style-type: none"> (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor; Readiness Standard (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies; Supporting Standard (C) analyze major issues of World War II, including the Holocaust; the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons; Readiness Standard (D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps; Readiness Standard (E) describe military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz; Supporting Standard (F) explain issues affecting the home front including volunteerism; the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; Supporting Standard; (G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers. Supporting Standard 	<p>Recognizes the impact of U.S. participation in World War II.</p>

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US.7	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="180 215 674 256"><i>Cr rnkcvkqp"qh"Etkvkecn"Vj kpmkp i"Umknmu</i></p> <ul data-bbox="262 264 1997 922" style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4-5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4-5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K-1)

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<p>United States History (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to</p> <p>(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy’s role in the Cuban Missile Crisis; Readiness Standard</p> <p>(B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race; Supporting Standard</p> <p>(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy; Readiness Standard</p> <p>(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War; Readiness Standard</p> <p>(E) analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon; Supporting Standard</p> <p>(F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement. Readiness Standard</p>	<p>Recognizes the impact of national and international decisions and conflicts during the Cold War on the United States.</p>

US.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe how individuals, events, and ideas have changed communities, past and present (3) • describe how people and events have influenced local community history (2) <p><i>Kuuwgu"cpf"Gxgpvu"Ujcrkpi"Jkuqt{</i></p> <ul style="list-style-type: none"> • analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7) • 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) <p><i>Crrnkecvkqp"qh"Etvkecn"Vjkmkpi"Umkmu</i></p> <ul style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6-8) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4-5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4-5) • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) • apply the terms year, decade, and century to describe historical times (3) • create and interpret timelines (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • apply vocabulary related to chronology, including past, present, and future (2) • describe the order of events by using designations of time periods such as historical and present times (2) • use social studies terminology correctly (1-8; US) <p style="text-align: right;"><i>Eqpvpwgf</i></p>

US.8	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• use a calendar to describe and measure time in days, weeks, months, and years (1)• use a simple timeline to distinguish among past, present, and future (1)• sequence and categorize information (K–1)• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)• place events in chronological order (K)

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<p>United States History (9) History.</p>	

US.9	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1) • identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation (K) <p><i>Kuuwgu"cpf"Gxgpvu"Ujcrkpi"Jkwqt{</i></p> <ul style="list-style-type: none"> • describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7) • 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) • explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals (4) <p><i>Jkuvqtkecn"Rqkpvu"qh"Tghgtpeg</i></p> <ul style="list-style-type: none"> • identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas (7)

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<p>United States History (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to</p> <ul style="list-style-type: none"> (A) describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente; Supporting Standard (B) describe Ronald Reagan’s leadership in domestic and international policies, including Reagan’s economic policies and Peace Through Strength; Supporting Standard (C) 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 Iran-Contra Affair; Readiness Standard (D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority; Supporting Standard (E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic. Supporting Standard 	<p>Recognizes the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.</p>

US.10	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• describe how people and events have influenced local community history (2)• identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation (2)• identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation (1)• identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José

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TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	

US.11	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="184 228 625 261"><i>Kuuwgu"cpf"Gxgpvu"Ujcrkpi"Jkwqt{</i></p> <ul data-bbox="262 269 1953 565" style="list-style-type: none"> • analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (7) • describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women’s suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century (7) • analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election (5) • 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) <p data-bbox="184 578 674 610"><i>Crnkckvq"qh"Etvkccn"Vjkmki"Ukmnu</i></p> <ul data-bbox="262 618 1942 1271" style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K–1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to</p> <p>(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.</p> <p>Readiness Standard</p>	<p>Recognizes the impact of geographic factors on major events.</p>
US.12 Prerequisite Skills/Links to TEKS Vertical Alignment	
US.12	<p><i>Tgncvkqpujkr"dgvyggp"Rgqrng"cpf"Rj{ukecn"Gpxktqpo gpv</i></p> <ul style="list-style-type: none"> • describe the positive and negative consequences of human modification of the physical environment of the United States (8) • analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States (8) • explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas (7) • identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7) • identify and analyze ways people have adapted to the physical environment in various places and regions (6) • describe ways people have been impacted by physical processes such as earthquakes and climate (6) • analyze the positive and negative consequences of human modification of the environment in the United States (5) • describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs (5) • compare the positive and negative consequences of human modification of the environment in Texas, past and present (4) • 5) • describe ways people have adapted to and modified their

US.12	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3) • identify consequences of human modification of the physical environment (2) <p><i>Igqitcrjke"Kptwgpeg"qp"Jkuqt{</i></p> <ul style="list-style-type: none"> • Identify the physical features of a region and explain how they affect the region's climate, vegetation, and human activities (2) <ul style="list-style-type: none"> • Identify the physical features of a region and explain how they affect the region's climate, vegetation, and human activities (2) • Identify the physical features of a region and explain how they affect the region's climate, vegetation, and human activities (2)

US.12	Prerequisite Skills/Links to TEKS Vertical Alignment
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TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to</p> <p>(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; Readiness Standard</p> <p>(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States. Readiness Standard</p>	<p>Recognizes the causes and effects of migration and immigration on American society.</p>
US.13 Prerequisite Skills/Links to TEKS Vertical Alignment	
	<p><i>Tgncvkqpujkr"dgvyggp"Rgqrng"cpf"Rj{ukecn"Gpxktqpo gpv</i></p> <ul style="list-style-type: none"> • describe the positive and negative consequences of human modification of the physical environment of the United States (8) • analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic

US.13	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams (4) • identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3) • identify consequences of human modification of the physical environment (2) • identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2) <p><i>I g q i t c r j k e " k p t w g p e g " q p " J k u v q t {</i></p> <ul style="list-style-type: none"> • explain the geographic factors responsible for the location of economic activities in places and regions (6) <p><i>R q r w n c v k q p " c p f " U g v v m g o g p v " R c v v g t p u</i></p> <ul style="list-style-type: none"> • describe how immigration and migration to Texas have influenced Texas (7) • identify why immigrant groups came to Texas and where they settled (7) • analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5) • explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5) • explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present (4) • identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods (4) <p><i>E j t c e v g t k u k e u " q h " R n c e g u " c p f " T g i k q p u</i></p> <ul style="list-style-type: none"> • analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7) <p><i>C r r n k e c v k q p " q h " E t k v k e c n " V j k p m k p i " U m k m u</i></p> <ul style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) •

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	<ul style="list-style-type: none">• analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)• identify different points of view about an issue, topic, historical event, or current event (4-5)• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)• sequence and categorize information (K–1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to</p>	

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

- identify ways people can conserve and replenish Earth's resources (2)
- identify consequences of human modification of the physical environment (2)
- identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)

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- analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation (7)
- describe how immigration and migration to Texas have influenced Texas (7)
- analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution (5)
- identify and describe the patterns of settlement such as rural, urban, and suburban (5)

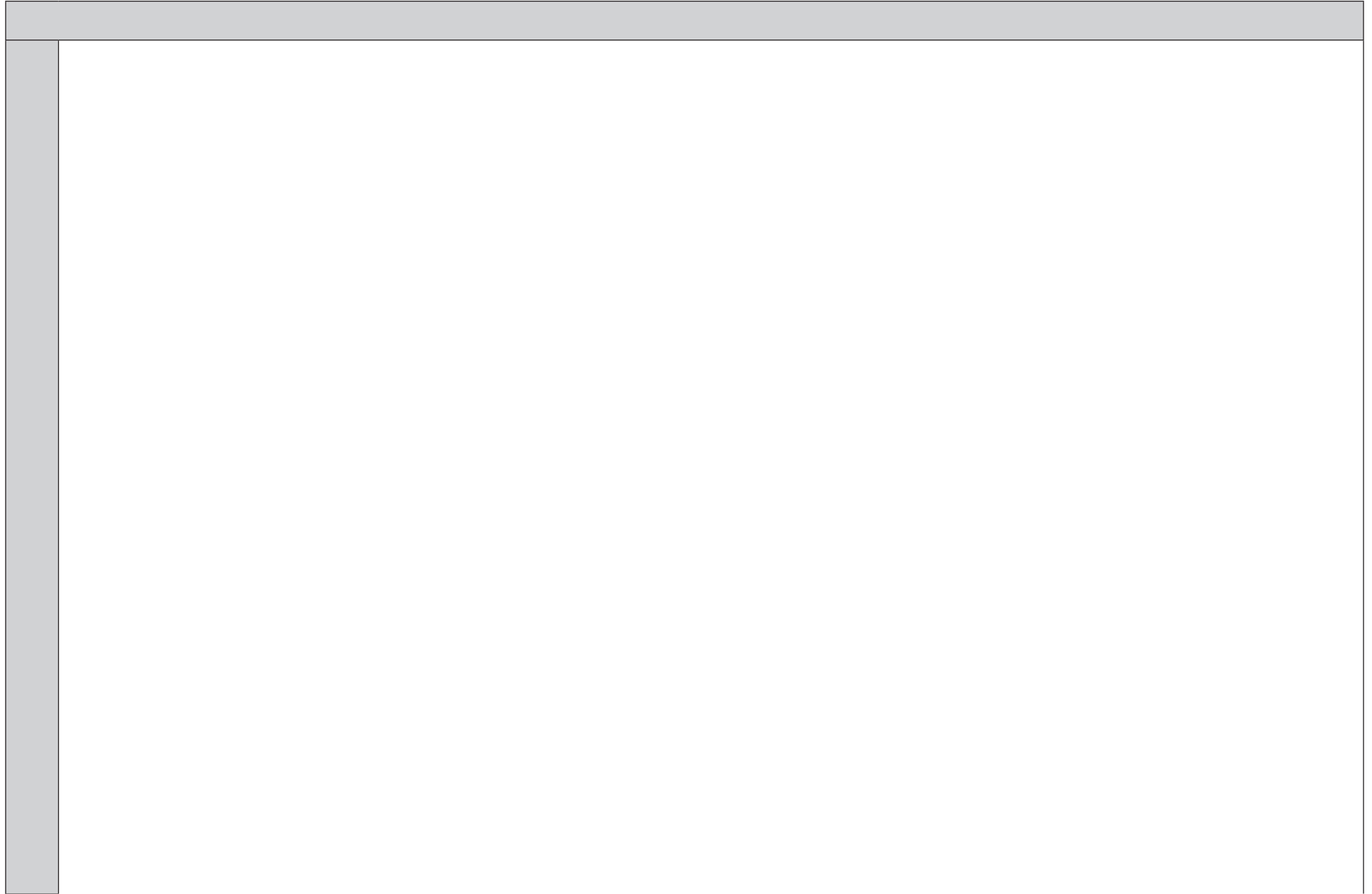
Crrnk ecv kqp"qh"Et kvkecn"Vj kpmkpi"Umkmnu

- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- identify different points of view about an issue or current topic (6)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- identify the historical context of an event (5)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4-5)
- identify different points of view about an issue, topic, historical event, or current event (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K-1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations

US.24	Prerequisite Skills/Links to TEKS Vertical Alignment
<i>Kpfkxkfwcnu"cpf" Itqwrui Yjq" Jcxg" Chhgevgf" Ewnvwtg</i>	<ul style="list-style-type: none"> • identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities (3)
<i>Vjg" Ctvu" kp" Uqekgv{</i>	<ul style="list-style-type: none"> • identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time (6) • describe ways in which contemporary issues influence creative expressions (6) • explain the relationships that exist between societies and their architecture, art, music, and literature (6) • explain how examples of art, music, and literature reflect the times during which they were created (5) • identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>Cogtkecp</i>" <i>Rtqi tguu</i>, "Yankee Doodle," and "Paul Revere's Ride" (5)
<i>Crrnkecvkqp" qh" Etkvkecn" Vjkmkpi" Umkmu</i>	<ul style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4-5) • identify different points of view about an issue, topic, historical event, or current event (4-5) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3) • interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2) • sequence and categorize information (K-1)

STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (25) Culture. The s e e s</p>	



US.18	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow (K)• place events in chronological order (K)

US.19	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="184 228 674 261"><i>Cr rnkcvkqp"qh"Etkvkecn"Vj kpmkp i"Umknmu</i></p> <ul data-bbox="262 269 1942 337" style="list-style-type: none">• analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, g p . <p data-bbox="1969 305 1997 337">M</p>

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (20) Government. The student understands the impact of constitutional issues on American society. The student is expected to</p> <p>(A) analyze the effects of landmark U.S. Supreme court decisions, including <i>Rnguu{ v. Hgtiwuqp</i>, <i>Brown v. Dqctf"qh"</i> <i>Gfwecvkqp</i>, <i>Jgtpcpfg/ v. Vgzcu</i>, <i>Vkpmgt v. Fgu"Oqkpgu</i>, <i>Ykueqpukp v. [qfgt</i>; Readiness Standard</p> <p>(B) explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present. Supporting Standard</p>	<p>Recognizes the impact of constitutional issues on American society.</p>
US.20 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p><i>Jkuvqtkecn" Fqewogpvu</i></p> <ul style="list-style-type: none"> • describe the impact of the 13th, 14th, and 15th amendments (8) • summarize the purposes for amending the U.S. Constitution (8) • explain the reasons for the creation of the Bill of Rights and its importance (5) • identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3) <p><i>Crrnkecvkqp"qh" Etkvkecn"Vjkpmkp i"Umkmnu</i></p> <ul style="list-style-type: none"> • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8) • identify bias and points of view from the historical context surrounding an event that influenced the participants (7) • identify different points of view about an issue or current topic (6) • analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6) • identify the historical context of an event (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) 	<p><i>Eqpvkpwgf</i></p>

US.20	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• identify different points of view about an issue, topic, historical event, or current event (4-5)• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)• sequence and categorize information (K–1)

US.21	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1-3) <p><i>Eqpegrvu"qh"Jwo cp"Tkijvu</i></p> <ul style="list-style-type: none">• describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government to

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U. S. Constitution and the Bill of Rights. The student is expected to</p> <p>(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non- violent protesting, litigation, and amendments to the U.S. Constitution; Readiness Standard</p> <p>(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924. Supporting Standard</p> <p>(C) explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility; Supporting Standard</p> <p>(D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States. Supporting Standard</p>	<p>Recognizes efforts to expand the democratic process in the United States and understands the promises of the Declaration of Independence and protections of the U.S. Constitution, and the Bill of Rights.</p>
US.22	

STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to</p> <p>(A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O’Connor, and Hillary Clinton; Supporting Standard</p> <p>(B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul “Roy” Perez Benavidez. Supporting Standard</p>	<p>Recognizes the importance of effective leadership in the United States.</p>
US.23 Prerequisite Skills/Links to TEKS Vertical Alignment	
US.23	<p>-</p> <p style="text-align: center;"><i>Cpft ! pqtq , "qkm"o "o { ‘ .eg"kn .pv ‘ H"cpp “ gÚ"p pftg jg n"l"o h pqp</i></p>

US.23	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"><li data-bbox="262 235 283 251">•

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to</p> <p>(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century; Supporting Standard</p> <p>(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act; Readiness Standard</p> <p>(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; Supporting Standard</p> <p>(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. Readiness Standard</p>	<p>Recognizes issues related to U.S economic growth from the 1870s to 1920.</p>
US.15 Prerequisite Skills/Links to TEKS Vertical Alignment	
Gxqmwwkqp"qh"Geqpqoke"Ufwgou"Dcugf"qp"Jwocp"Pggf	<ul style="list-style-type: none"> • compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (6) • compare ways in which various societies organize the production and distribution of goods and services (6) • explain how the cost of production and selling price affect profits (3) • explain how supply and demand affect the price of a good or service (3) • explain the choices people can make about earning, spending, and saving money (2) • identify the role of markets in the exchange of goods and services (1) • identify ways people exchange goods and services (1) • explain how basic human needs and wants can be met (K)

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US.15

Prerequisite Skills/Links to TEKS Vertical Alignment

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- explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6)

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- evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- describe how the free enterprise system works in the United States (5)
- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- identify examples of the benefits of the free enterprise system such as choice and opportunity (4)
- describe how the free enterprise system works, including supply and demand (4)
- describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom (4)

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- 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)
- explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas (7)

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- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (7-8)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)
- analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4-5)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- sequence and categorize information (K-1)

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to</p> <ul style="list-style-type: none"> (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies; Supporting Standard (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System; Readiness Standard (C) analyze the effects of the Great Depression on the U.S. economy and society, such as widespread unemployment and 	

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

- explain how basic human needs and wants can be met (K)

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- identify problems that may arise when one or more of the factors of production is in relatively short supply (6)
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (6)
-

US.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • identify the role of markets in the exchange of goods and services (1) • identify ways people exchange goods and services (1) • explain how basic human needs and wants can be met (K) <p><i>Hcevqtu"kp t w g p e k p i " G e q p q o k g u</i></p> <ul style="list-style-type: none"> • explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6) <p><i>F g x g n q r o g p v " c p f " Q r g t c v k q p " q h " G e q p q o k e " U { u w g o u</i></p> <ul style="list-style-type: none"> •

US.17	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p data-bbox="180 224 405 256">Economic Skills</p> <ul data-bbox="262 267 1228 300" style="list-style-type: none"><li data-bbox="262 267 1228 300">• demonstrate an understanding of what it means to be a consumer (Pre-K)

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to</p> <ul style="list-style-type: none"> (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States; Readiness Standard (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine; Supporting Standard (C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics. Supporting Standard 	<p>Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.</p>

STAAR Reporting Category 4 – Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations	Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations
<p>United States History (27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to</p> <p>(A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system, improve the standard of living in the United States including changes in transportation and communication; Readiness Standard</p> <p>(B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. Supporting Standard</p>	<p>Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.</p>
US.27 Prerequisite Skills/Links to TEKS Vertical Alignment	
<p><i>Ko rcev"qh"Uekgpeg"cpf"Vge jpqni {"qp"Uqekgv{</i></p>	<ul style="list-style-type: none"> • identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6) • explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States (5) • describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4) • describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3) • explain how science and technology have affected the ways in which people meet basic need (2) • describe how science and technology have affected communication, transportation, and recreation (2) • describe how technology has affected communication, transportation, and recreation (1) • describe how technology has affected the ways families live (1) • describe how his or her life might be different without modern technology (K)

US.27	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none">• describe how technology helps accomplish specific tasks and meet people's needs (K)• identify examples of technology used in the home and school (K)

Standards for social studies skills can be incorporated in reporting categories 1–4	
TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
	<p>United States History (28) Social Studies Skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to</p> <ul style="list-style-type: none"> (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions; (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions; (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context.
US.28	

US.28	Prerequisite Skills/Links to TEKS Vertical Alignment
	<ul style="list-style-type: none"> • differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (5) • analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5) • organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5) • identify different points of view about an issue, topic, historical event, or current event (4–5) • differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas (4) • GL@HUYLHZLFR LQ SU@ZV DSU@SSUHGLF •

Standards for social studies skills can be incorporated in reporting categories 1–4	
TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations	
United States History (29) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to (B) use social studies terminology correctly.	
US.29	Prerequisite Skills/Links to TEKS Vertical Alignment
	<p><i>Crrnkecvkqp"qh"Etkvkecn"Vjkpmkpi"Umkmnu</i></p> <ul style="list-style-type: none"> • apply the 15th, 16th, 17th, 18th, 19th, and 20th century dates and events to historical times (3)

