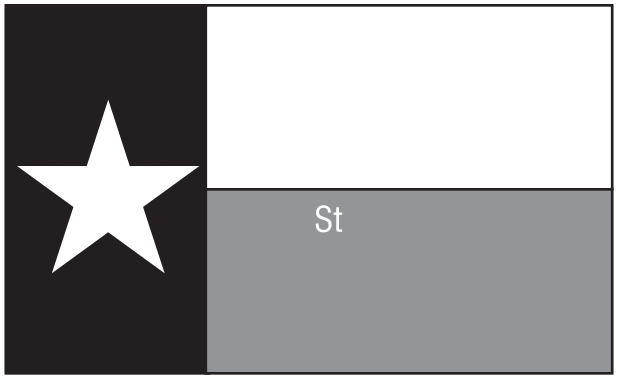


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| STAAR Reporting Category 1 – History: The student will demonstrate an understanding of issues and events in U.S. history. | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.2) History.** The student understands the causes of exploration and colonization eras. The student is expected to<br>$ LGHQWLI\ UHDVRQV IRU (QJOLVK 6SDQLVK DQG )UHQFK exploration and colonization of North America; Readiness Standard<br>(B) compare political, economic, religious, and social reasons IRU WKH HVWDEOLVKPHQW RI WKH Standard | Recognizes reasons for exploration and colonization.<br>(QJOLVK FRORQLHV 6XSSRUWLQJ |

| 8.2 | |
|---|---|
| | |

| 8.2 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • apply the terms year, decade, and century to describe historical times (3)<br>• create and interpret timelines (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)<br>• create and interpret timelines for events in the past and present (2)<br>• apply vocabulary related to chronology, including past, present, and future (2)<br>• describe the order of events by using designations of time periods such as historical and present times (2)<br>• use a calendar to describe and measure time in days, weeks, months, and years (1)<br>• use a simple timeline to distinguish among past, present, and future (1)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .±<br>• XVH VRFLDO VWXGLHV WHUPLQRORJ\ UHODWHG WR FKURQRORJ\ DQG WLPH<br>WRPRUURZ .<br>• SODFH HYHQWV LQ FKURQRORJLFDO RUGHU . |

| 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** |
| **(8.3) History.** The student understands the foundations of representative government in the United States. The student is expected to<br>(A) explain the reasons for the growth of representative government and institutions during the colonial period; Readiness Standard<br>% DQDO\]H WKH LPSRUWDQFH RI WKH 0D\ÀRZHU &RPSDFW WKH )XQGDPHQWDO 2UGHUV RI &RQQHFWLFXW DQG WKH 9LUJLQLD +RXVH RI Burgesses to the growth of representative government; Supporting Standard<br>(C) describe how religion and virtue contributed to the growth of representative government in the American colonies. Supporting Standard | Recognizes the foundations of representative government in the United States. |

| 8.3 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | ,QGLYLGXDOV DQG *URXSV 6KDSLQJ +LVWRU\<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and pres<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• GHVFULEH KRZ SHRSOH DQG HYHQWV KDYH LQÀXHQFHG ORFDO FRPPXQLW\<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV LQFOXGLQJ 7KXUJRRG LQÀXHQFHG WKH VWDWH DQG QDWLRQ<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV LQFOXGLQJ /LQFROQ -U ZKR KDYH LQÀXHQFHG WKH VWDWH DQG QDWLRQ<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV LQFOXGLQJ &KHVWHU $ $UWKXU 1DYDUUR ZKR KHOSHG WR VKDSH WKH VWDWH DQG QDWLRQ .<br>([SORUDWLRQ DQG 'HYHORSPHQW RI &RPPXQLWLHV 3DVW DQG 3UHVHQW<br>• GHVFULEH WKH DFFRPSOLVKPHQWV RI VLJQL¿FDQW LQGLYLGXDOV ZKR VHW SHULRG LQFOXGLQJ :LOOLDP %UDGIRUG $QQH +XWFKLQVRQ :LOOLDP 3HQ |

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| 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** |
| **(8.4) History.** 7KH VWXGHQW XQGHUVWDQGV VLJQLILFDQW HYHQWV LVVXHV DQG SHRSOH RI WKH UHYROXWLRQDU\ DQG &RQVWLWXWLRQDO HUDV 7KH VWXGHQW LV H[SHFWHG WR economic issues of the revolutionary and Constitutional eras. The student is expected to | Recognize important events, issues, and people relating to the revolutionary era. |
| (A) analyze causes of the American Revolution, including the 3URFODPDWLRQ RI WKH ,QWHUDEOH $FWV WKH 6WDPS $FW PHUFDQWLOLVP ODFN RI UHSUHVHQWDWLRQ LQ 3DUOLDPHQW DQG %ULWLVK HFRQRPLF SROLFLHV IROORZLQJ WKH )UHQFK DQG ,QGLDQ :DU Readiness Standard | |
| % H[SODLQ WKH UROHV SOD\HG E\ VLJQL¿FDQW LQGLYLGXDOV GXULQJ WKH American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, -DPHV $UPLVWHDG %HQMDPLQ )UDQNOLQ &ULVSXV $WWXFNV .LQJ *HRUJH ,,, 3DWULFN +HQU\ 7KRPDV -HIIHUVRQ WKH 0DUTXLV GH /D\HWWH 7KRPDV 3DLQH DQG *HRUJH :DVKLQJWRQ 6XSSRUWLQJ Standard | |
| (C) explain the issues surrounding important events of the American Revolution, including declaring independence; ¿JKWLQJ WKH EDWWOHV RI /H[LQJWRQ DQG &RQFRUG 6DUDWRJD DQG <RUNWRZQ HQGXULQJ WKH ZLQWHU DW 9DOOH\ )RUJH DQG VLJQLQJ WKH 7UHDW\ RI 3DUL RI 5HDGLQHVV 6WDQGDUG | |
| (D) analyze the issues of the Constitutional Convention of LQFOXGLQJ WKH *UHDW &RPSURPLVH DQG WKH 7KUHH )LIWKV Compromise. Supporting Standard | |

| 8.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | +LVWRULFDO 6LJQL¿FDQFH RI 3DWULRWLF &HOHEUDWLRQV DQG 1DWLRQDO /DQ<br>• LGHQWLI\ DQG H[SODLQ WKH VLJQL¿FDQFH RI YDULRXV FRPPXQLW\ VWDWH buildings (2)<br>• H[SODLQ WKH VLJQL¿FDQFH RI YDULRXV FRPPXQLW\ VWDWH DQG QDWLRQ Day, and Thanksgiving (2) |

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| 8.4 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | $SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQROR |

| 8.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV LQFOXGLQJ 7KXUJRRG the community, state, and nation (2)
- LGHQWLI\ FRQWULEXWLRQV RI KLVWRUJLHFDDVJKJLXQUJHWWRQLQ$FEOXDGKLDQPJ /LDFFRGRXV -U ZKR KDYH LQÀXHQFHG WKH VWDWH DQG QDWLRQ
- LGHQWLI\ FRQWULEXWLRQV RI KLV$VXRUWLEQO*¿JRXUJHV:DLVQKLQJWRQ &WKHSXWR $QWRQLR 1DYDUUR ZKR KHOSHG WR VKDSH WKH VWDWH DQG QDWLRQ .

([SORUDWLRQ DQG 'HYHORSPHQW RI &RPPXQLWLHV 3DVW DQG 3UHVHQW

- compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)
- LGHQWLI\ UHDVRQV SHRSOH KDYH IRUPHG FRPPXQLWLHV LQFOXGLQJ D QH being (3)

(YHQWV 3UHVHQW DQG 'XULQJ 0LOLWDU\ DQG 'LSORPDWLF &RQÀLFWV

- GHVFULEH WKH FDXVHV DQG HIIHFWV RI WKH :DU RI VXFK DV LPSUHVVP LQFUHDVH LQ 8 6 PDQXIDFWXULQJ

$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV

- LGHQWLI\ ELDV DQG SRLQWV RI YLHZ IURP WKH KLVWRULFDO FRQWH[W VXU
- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURHQRO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)
- LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRS
- DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHDWHJRUL]LQJ LGHQWLI\LQJ PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV
- LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW
- LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULL
- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURHQRO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX LQIHUHQFHV DQG FRQFOXVLRQV ±
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)

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| 8.5 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| 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** |
| **(8.6) History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to<br>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; Readiness Standard<br>(B) analyze the westward growth of the nation, including the /RXLVLDQD 3XUFKDVH DQG 0DQLIHVW 'HVWLQ\ 5HDGLQHVV 6WDQGDUG & H[SODLQ WKH FDXVHV DQG HIIHFWV RI WKH 8 6 0H[LFDQ :DU DQG their impact on the United States. Readiness Standard | Recognizes westward expansion of the United States and its effects on the development of the nation. |

| 8.6 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | ,QGLYLGXDOV DQG *URXSV 6KDSLQJ +LVWRU\<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and pres<br>• GHVFULEH KRZ LQGLYLGXDOV LQFOXGLQJ 'DQLHO %RRQH DQG WKH )RXQGL communities or to the creation of new communities (3)<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• GHVFULEH KRZ SHRSOH DQG HYHQWV KDYH LQÀXHQFHG ORFDO FRPPXQLW\<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV LQFOXGLQJ 7KXUJRRG LQÀXHQFHG WKH VWDWH DQG QDWLRQ<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRUJHDDVJKJXQJHWRQLQFEXDGKLDQJ/DFR-RXV -U ZKR KDYH LQÀXHQFHG WKH VWDWH DQG QDWLRQ<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVW$RXWEQ*HURXHV:DVKLQJWRQ &KHSWRR $QWRQLR 1DYDUUR ZKR KHOSHG WR VKDSH WKH VWDWH DQG QDWLRQ .<br>,VVXHV DQG (YHQWV 6KDSLQJ +LVWRU\<br>• explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from th close of the frontier (7) |

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Social Studies

| 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** |
| **(8.7) History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to<br>(A) analyze the impact of tariff policies on sections of the United States before the Civil War; Supporting Standard<br>(B) compare the effects of political, economic, and social factors on slaves and free blacks; Supporting Standard<br>(C) analyze the impact of slavery on different sections of the United States; Readiness Standard<br>(D) identify the provisions and compare the effects of FRQJUHVVLRQDO FRQÀLFWV DQG FRPSURPLVHV SULRU WR WKH &LYLO :DU including the role of John Quincy Adams. Supporting Standard | 5HFRJQL]HV WKH FDXVHV RI 8 6 VHFWLRQ War. |

| 8.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | ,QGLYLGXDOV DQG *URXSV 6KDSLQJ +LVWRU\<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• GHVFULEH KRZ SHRSOH DQG HYHQWV KDYH LQÀXHQFHG ORFDO FRPPXQLW\ (YHQWV 3ULRU DQG 'XULQJ 0LOLWDU\ DQG 'LSORPDWLF &RQÀLFWV<br>• explain the central role the expansion of slavery played in the involvement of Texas in the Civil War (7)<br>(FRQRPLF ,QÀXHQFHV<br>• LGHQWLI\ DQG H[SODLQ KRZ FKDQJHV UHVXOWLQJ IURP WKH ,QGXVWULDO 6RFLDO ,QÀXHQFHV<br>• H[SODLQ WKH FHQWUDO UROH RI WKH H[SDQVLRQ RI VODYHU\ LQ WKH GHYHORSPHQW RI &XOWXUH $SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXSSRUWLQJ GHWDLOV DQG FRQVWUXFWLQJ inferences and conclusions (7)<br>• |

| 8.7 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFWV GHVFULELQJ FDXVH DQG HIIHFW LGHQWLI\LQJ WKH PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXPPDUL]LQJ LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• RUJDQL]H DQG LQWHUSUHW LQIRUPDWLRQ LQ RXWOLQHV UHSRUWV GDWDEDVHV<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULFDO<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• |

| 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** |
| **(8.8) History.** The student understands individuals, issues, and events of the Civil War. The student is expected to<br>$ H[SODLQ WKH UROHV SOD\HG E\ VLJQL¿FDQW LQGLYLGXDOV GXULQJ WKH Civil War, including Jefferson Davis, Ulysses S. Grant, Robert ( /HH DQG $EUDKDP /LQFROQ DQG KHURHV VXFK DV FRQJUHVVLRQDO 0HGDO RI +RQRU UHFLSLHQWV :LOOLDP &DUQH\ DQG 3KLOLS %D]DDU Supporting Standard<br>(B) explain the central role of the expansion of slavery in FDXVLQJ VHFWLRQDOLVP GLVDJUHHPHQW RYHU VWDWHV¶ ULJKWV DQG WKH Civil War; Readiness Standard<br>& H[SODLQ VLJQL¿FDQW HYHQWV RI WKH &LYLO :DU LQFOXGLQJ WKH ¿UVW 6XPWHU WKH EDWWOHV RI $QWLHWDP *HWW\VEXUJ DQG 9LFNVEXUJ WKH (PDQFLSDWLRQ 3URFODPDWLRQ /HH¶V VXUUHQGHU DW $SSRPDWWR[ &RXUW +RXVH DQG WKH DVVDVVLQDWLRQ RI $EUDKDP Lincoln; Readiness Standard<br>' DQDO\]H $EUDKDP /LQFROQ¶V LGHDV DERXW OLEHUW\ HTXDOLW\ XQLRQ DQG JRYHUQPHQW DV FRQWDLQHG LQ KLV ¿UVW DQG VHFRQG inaugural addresses and the Gettysburg Address and contrast WKHP ZLWK WKH LGHDV FRQWDLQHG LQ -HIIHUVRQ 'DYLV¶V LQDXJXUDO address. Readiness Standard | Recognizes important people, issues, and events relating to the Civil War. |

| 8.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| 8.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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| 8.8 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULFD<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opini identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrastin (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **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** |
| **(8.9) History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to<br>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; Supporting Standard<br>(B) explain the impact of the election of African Americans IURP WKH 6RXWK VXFK DV +LUDP 5KRGHV 5HYHOV 6XSSRUWLQJ Standard<br>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. Readiness Standard | Recognizes the effects of Reconstruction on the United States. |

| **8.9** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | ,QGLYLGXDOV DQG *URXSV 6KDSLQJ +LVWRU\<br>• describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and pres<br>• describe how individuals, events, and ideas have changed communities, past and present (3)<br>• GHVFULEH KRZ SHRSOH DQG HYHQWV KDYH LQÀXHQFHG ORFDO FRPPXQLW\<br>• LGHQWLI\ FRQWULEXWLRQV RI KLVWRULFDO ¿JXUHV DQG JURXSV LQ FRPPXQLWLHV DQG 6WDWH RU Q -U ZKR KDYH LQÀXHQFHG WKH VWDWH DQG QDWLRQ<br>(YHQWV 3ULRU DQG 'XULQJ 0LOLWDU\ DQG 'LSORPDWLF &RQÀLFWV<br>• GHVFULEH WKH LPSDFW RI WKH &LYLO :DU DQG 5HFRQVWUXFWLRQ RQ 7H[D<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• LGHQWLI\ ELDV DQG SRLQWV RI YLHZ IURP WKH KLVWRULFDO FRQWH[W VXU<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)<br>&RQWLQXHG |

| 8.9 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRSL<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWHJRUL]LQJ LGHQWLI\LQJ WKH PDLQ LGHD SUHGLFWLQJ FRPSDULQJ DQG<br>PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULL<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

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| 8.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | 5HODWLRQVKLS EHWZHHQ 3HRSOH DQG 3K\VLFDO (QYLURQPHQW<br>• H[SODLQ ZD\V LQ ZKLFK JHRJUDSKLF IDFWRUV VXFK DV WKH *DOYHVWRQ +X alternative energy sources have affected the political, economic, and social development of Texas (7)<br>• LGHQWLI\ ZD\V LQ ZKLFK 7H[DQV KDYH DGDSWHG WR DQG PRGL¿HG WKH HQ WKH PRGL¿FDWLRQV<br>• LGHQWLI\ DQG DQDO\]H ZD\V SHRSOH KDYH DGDSWHG WR WKH SK\VLFDO HQ<br>• GHVFULEH ZD\V SHRSOH KDYH EHHQ LPSDFWHG E\ SK\VLFDO SURFHVVHV VX<br>• GHVFULEH KRZ DQG ZK\ SHRSOH KDYH DGDSWHG WR DQG PRGL¿HG WKHLU UHVRXUFHV WR PHHW EDVLF QHHGV<br>• H[SODLQ UHDVRQV ZK\ SHRSOH KDYH DGDSWHG WR DQG PRGL¿HG WKHLU UHVRXUFHV WR PHHW EDVLF QHHGV<br><br>H[DP |

| 8.10 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- F U H D W H D P D S R I L P S R U W D Q W S K \ V L F D O I H D W X U H V V X F K D V W K H $ S S D O D F 5 R F N \ 0 R X Q W D L Q V
- O R F D W H R Q D P D S L P S R U W D Q W S [illegible]
- G H V F U L E H U H J L R Q V L Q W K H 8 Q L W H G 6 W D W H V E D V H G R Q S K \ V L F D O F K D U D F
- G H V F U L E H S R O L W L F D O D Q G H F R Q R P L F U H J L R Q V L Q W K H 8 Q L W H G 6 W D W H V
- F R P S D U H W K H S K \ V L F D O U H J L R Q V R I 7 H [ D V 0 R X Q W D L Q V D Q G % D V L Q V *
- L G H Q W L I \ O R F D W H D Q G G H V F U L E H W K H S K \ V L F D O U H J L R Q V R I 7 H [ D V 0 R X 3 O D L Q V L Q F O X G L Q J W K H L U F K D U D F W H U L V W L F V V X F K D V O D Q G I R U P V F O
- locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering count of Canada and Mexico on maps and globes (2)
- identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globe
- L G H Q W L I \ D Q G G H V F U L E H K R Z J H R J U D S K L F O R F D W L R Q L Q À X H Q F H V W K H R X activities (1)
- L G H Q W L I \ D Q G G H V F U L E H W K H S K \ V L F D O F K D U D F W H [illegible]
- L G H Q W L I \ K R Z J H R J U D S K L F O R F D W L R Q L Q À X H Q F H V [illegible]
- L G H Q W L I \ W K H S K \ V L F D O F K D U D F W H U L V W L F V [illegible]

**Geography skills**

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| **STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.11) Geography.** The student understands the physical characteristics of North America and how humans adapted to and P R G L ¿ H G W K H H Q Y L U R Q P H Q W W K U R X J K W K H P L G W K F H Q W X U \ 7 K H V W X G H Q W L V expected to<br>(A) analyze how physical characteristics of the environment L Q À X H Q F H G S R S X O D W L R Q G L V W U L E X W L R Q V H W W O H P H Q W S D W W H U Q V D Q G economic activities in the United States; Readiness Standard<br>(B) -; Readiness 5004C<onment | |

| 8.11 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • 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)<br>• LGHQWLI\ ZD\V SHRSOH FDQ FRQVHUYH DQG UHSOHQLVK (DUWK¶V UHVRXU<br>• LGHQWLI\ FRQVHTXHQFHV RI KXPDQ PRGL¿FDWLRQ RI WKH SK\VLFDO HQYLU<br>•<br>•<br>• |

| **STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.23) Cultur7s1yes570 0 m0 33.627 l1678.16 un.999 -1.627reltions** U H O L J L R X V J U R X S V G X U L Q J W K H W K W K | |

| 8.23 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

- VXPPDUL]H WKH FRQWULEXWLRQV RI SHRSOH RI YDULRXV UDFLDO HWKQLF
- GHVFULEH FXVWRPV DQG WUDGLWLRQV RI YDULRXV UDFLDO HWKQLF DQG
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas culture such as /\GLD 0HQGR]D &KHOR 6LOYD DQG -XOLXV /RUHQ]R &REE %OHGVRH
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, 2NWREHUIHVW DQG )LHVWD 6DQ $QWRQLR
- compare ethnic and/or cultural celebrations in the local community with other communities (3)
- H[SODLQ WKH VLJQL¿FDQFH RI YDULRXV HWKQLF DQG RU FXOWXUDO FHOHE
- compare ethnic and/or cultural celebrations (2)
- LGHQWLI\ WKH VLJQL¿FDQFH RI YDULRXV HWKQLF DQG RU FXOWXUDO FHOH
- describe and explain the importance of beliefs, language, and traditions of families and communities (1)
- LGHQWLI\ VLPLODULWLHV DQG GLIIHUHQFHV DPRQJ SHRSOH VXFK DV NLQVI

&XOWXUDO (IIHFWV RQ ,QVWLWXWLRQV

- H[SODLQ WKH VLJQL¿FDQFH RI UHOLJLRXV KROLGD\V DQG RWKHU FXOWXUDO KHULWDJH FHOHEUDWLRQV 5RVK +DVKDQDK 'LZDOL DQG 9DLVDNKL LQ YDULRXV FRQWHPSRUDU\ VRFL
- H[SODLQ WKH UHODWLRQVKLS DPRQJ UHOLJLRXV LGHDV SKLORVRSKLFDO ,QGLYLGXDOV DQG *URXSV :KR +DYH $IIHFWHG &XOWXUH
- LGHQWLI\ DQG GHVFULEH WKH KHURLF TXDOLWLHV RI LQGLYLGXDOV ZKR KDYH
- LGHQWLI\ DQG GHVFULEH WKH KHURLF GHHGV RI VWDWH DQG QDWLRQDO $ /RYHOO DQG WKH )RXU &KDSODLQV

$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV

- LGHQWLI\ ELDV DQG SRLQWV RI YLHZ IURP WKH KLVWRULFDO FRQWH[W VXU
- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)
- RUJDQL]H DQG LQWHUSUHW LQIRUPDWLRQ IURP RXWOLQHV UHSRUWV GDW
- LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRS
- DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ LWHPV DFFRUGLQJ WR FKURQRO PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV
- LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW

&RQWLQXHG

| 8.23 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQR UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULL<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• gather information, including historical and current events and geographic data about the community using a variety of resources<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and DUWLIDFWV ZLWK DGXOW DVVLVWDQFH .<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.24) Culture.** The student understands the major reform movements RI WKH WK FHQWXU\ 7KH VWXGHQW LV H[SHFWHG WR<br>(A) describe and evaluate the historical development of the abolitionist movement; Readiness Standard<br>(B) evaluate the impact of reform movements, including HGXFDWLRQDO UHIRUP WHPSHUDQFH WKH ZRPHQ¶V ULJKWV PRYHPHQW prison reform, the labor reform movement, and care of the disabled. Readiness Standard | Recognizes the development and impact of reform movements. |

| **8.24** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | ,PSDFW RI 'LYHUVLW\<br>• DQDO\]H WKH H[SHULHQFHV DQG FRQWULEXWLRQV RI GLYHUVH JURXSV WR<br>• VXPPDUL]H WKH FRQWULEXWLRQV RI SHRSOH RI YDULRXV UDFLDO HWKQLF<br>• summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas culture such as /\GLD 0HQGR]D &KHOR 6LOYD DQG -XOLXV /RUHQ]R &REE %OHGVRH<br>&XOWXUDO 'LIIXVLRQ<br>• LGHQWLI\ DQG GHVFULEH IDFWRUV WKDW LQÀXHQFH FXOWXUDO FKDQJH VX GHYHORSPHQW<br>,QGLYLGXDOV DQG *URXSV :KR +DYH $IIHFWHG &XOWXUH<br>• LGHQWLI\ DQG GHVFULEH WKH KHURLVP [illegible] |

| 8.24 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWXUHRUL]LQJ LGHQWLI\LQJ WKH PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXPPDUL]LQJ LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULFDO<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 2 – Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.25) Culture.** The student understands the impact of religion on the American way of life. The student is expected to<br>(A) trace the development of religious freedom in the United States; Supporting Standard<br>% GHVFULEH UHOLJLRXV LQÀXHQFHV RQ VRFLDO PRYHPHQWV LQFOXGLQJ WKH LPSDFW RI WKH ¿UVW DQG VHFRQG *UHDW $ZDNHQLQJV 6XSSRUWLQJ Standard<br>& DQDO\]H WKH LPSDFW RI WKH )LUVW $PHQGPHQW JXDUDQWHHV of religious freedom on the American way of life. Readiness Standard | Recognizes the impact of religion on American society. |

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

- H[SODLQ WKH VLJQL¿FDQFH RI YDULRXV HWKQLF DQG RU FXOWXUDO FHOHE
- compare ethnic and/or cultural celebrations (2)
- LGHQWLI\ WKH VLJQL¿FDQFH RI YDULRXV HWKQLF DQG RU FXOWXUDO FHOH
- describe and explain the importance of beliefs, language, and traditions of families and communities (1)
- LGHQWLI\ VLPLODULWLHV DQG GLIIHUHQFHV DPRQJ LQGLYLGXDOV VXFK DV

&XOWXUDO 'LIIXVLRQ

- LGHQWLI\ WKH LPSDFW RI FXOWXUDO GLIIXVLRQ RQ LQGLYLGXDOV DQG ZRU
- LGHQWLI\ DQG GHVFULEH IDFWRUV WKDW LQÀXHQFH FXOWXUDO FKDQJH VX GHYHORSPHQW

&XOWXUDO (IIHFWV RQ ,QVWLWXWLRQV

- H[SODLQ WKH UHODWLRQVKLS DPRQJ UHOLJLRXV LGHDV SKLORVRSKLFDO
- DQDO\]H WKH HIIRUWV DQG DFWLYLWLHV LQVWLWXWLRQV XVH WR VXVWDLQ
- LGHQWLI\ LQVWLWXWLRQV EDVLF WR DOO VRFLHWLHV LQFOXGLQJ JRYHUQ

$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV

- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQR UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)
- DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWHJRUL]LQJ LGHQWLI\LQJ PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV
- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQR UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX LQIHUHQFHV DQG FRQFOXVLRQV ±
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)
- interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)
- VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .±

Social Studies

| 8.26 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | ,QGLYLGXDOV DQG *URXSV :KR +DYH $IIHFWHG &XOWXUH<br>• LGHQWLI\ YDULRXV LQGLYLGXDO ZULWHUV GHQGDRODLVDQG 3KEKODLW .KGHDUW<br>statues, and paintings and other examples of cultural heritage from various communities (3)<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKUHQRO<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>inferences and conclusions (7)<br>• RUJDQL]H DQG LQWHUSUHW LQIRUPDWLRQ IURP RXWOLQHV UHSRUWV GDW<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWHJRUL]LQJ LGHQWLI\LQJ PDLQ LGHD SUHGLFWLQJ<br>PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKUHQRO<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• RUJDQL]H DQG LQWHUSUHW LQIRUPDWLRQ LQ RXWOLQHV UHSRUWV GDWD<br>• interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .±<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and<br>DUWLIDFWV ZLWK DGXOW DVVLVWDQFH . |

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| 8.15 | Prerequisite Skills/Links to TEKS Vertical Alignment |
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- LGHQWLI\ ZD\V WKDW SXEOLF RI¿FLDOV DUH VHOHFWHG LQFOXGLQJ HOHF
- FRPSDUH WKH UROHV RI SXEOLF RI¿FLDOV LQFOXGLQJ PD\RU JRYHUQRU
- LGHQWLI\ IXQFWLRQV RI JRYHUQPHQWV VXFK DV HVWDEOLVKLQJ RUGHU S
- LGHQWLI\ DQG GHVFULEH WKH UROHV WR DXWKRULWLHV RI SXEOLF RI¿FLDOV LQ WKH FRPPXQ
- LGHQWLI\ WKH UHVSRQVLELOLWLHV RI DXWKRULW\ ¿JXUHV LQ WKH KRPH V
- LGHQWLI\ UXOHV DQG ODZV WKDW HVWDEOLVK RUGHU SURYLGH VHFXULW\
- explain the purpose for rules and laws in the home, school, and community (1)
- H[SODLQ KRZ DXWKRULW\ ¿JXUHV HQIRUFH UXOHV .
- LGHQWLI\ UXOHV WKDW SURYLGH RUGHU VHFXULW\ DQG VDIHW\ LQ WKH K
- LGHQWLI\ SXUSRVHV IRU KDYLQJ UXOHV .

3ROLWLFDO DQG /HJDO 6\VWHPV

- LGHQWLI\ UHDVRQV IRU OLPLWLQJ WKH SRZHU RI JRYHUQPHQW
- GLVWLQJXLVK EHWZHHQ QDWLRQDO DQG VWDWH JRYHUQPHQWV DQG FRPSD
- LGHQWLI\ WKH UHDVRQV IRU DQG GHVFULEH WKH V\VWHP RI FKHFNV DQG E
- LGHQWLI\ DQG H[SODLQ WKH EDVLF IXQFWLRQV RI WKH WKUHH EUDQFKHV
- LGHQWLI\ H[DPSOHV RI UHSUHVHQWDWLYH JRYHUQPHQW LQ WKH $PHULFDQ
  RI %XUJHVVHV

+LVWRULFDO 'RFXPHQWV

- compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights
- LGHQWLI\ KRZ WKH 7H[DV &RQVWLWXWLRQ UHÀHFWV WKH SULQFLSOHV RI C
  separation of powers, popular sovereignty, and individual rights (7)
- H[SODLQ WKH UHDVRQV IRU WKH FUHDWLRQ RI WKH %LOO RI 5LJKWV DQG L
- H[SODLQ WKH SXUSRVHV RI WKH 8 6 &RQVWLWXWLRQ DV LGHQWL¿HG LQ WK
- H[SODLQ WKH SXUSRVHV NH\ HOHPHQWV DQG LPSRUWDQFH RI WKH 'HFODUD
- identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights
  &HOHEUDWH )UHHGRP :HHN
- LGHQWLI\ DQG H[SODLQ WKH EDVLF IXQFWLRQV RI WKH WKUHH EUDQFKHV RI
- LGHQWLI\ WKH SXUSRVHV DQG H[SODLQ WKH LPSRUWDQFH RI WKH 7H[DV 'HF
- GHVFULEH WKH FRQFHSW RI ³FRQVHQW RI WKH JRYHUQHG ´
- identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)

| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.16) Government.** The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to<br>(A) summarize the purposes for amending the U.S. Constitution; Readiness Standard<br>% GHVFULEH WKH LPSDFW WKH WK WK DQG WK DPHQGPHQWV Readiness Standard | Recognizes how the U.S. Constitution may be amended and the impact of selected constitutional amendments. |

| **8.16** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | 6WUXFWXUH DQG )XQFWLRQV RI *RYHUQPHQW<br>• LGHQWLI\ IXQFWLRQV RI JRYHUQPHQWV VXFK DV HVWDEOLVKLQJ RUGHU S<br>• LGHQWLI\ UXOHV DQG ODZV WKDW HVWDEOLVK RUGHU SURYLGH VHFXULW\<br>• explain the purpose for rules and laws in the home, school, and community (1)<br>• LGHQWLI\ SXUSRVHV IRU KDYLQJ UXOHV .<br>+LVWRULFDO 'RFXPHQWV<br>• compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Right (7)<br>• H[SODLQ WKH UHDVRQV IRU WKH FUHDWLRQ RI WKH %LOO RI 5LJKWV DQG L<br>• identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights &HOHEUDWH )UHHGRP :HHN<br>• identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRSI<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFWHUHOODWLQJ VLGHQWLI\LQJ LFRPSDULQJ PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV |

| 8.16 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ\ UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXP LQIHUHQFHV DQG FRQFOXVLRQV ± |
| | • LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULL<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| 8.17 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opini identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrastin (2)<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifa (2)<br>• V H T X H Q F H D Q G F D W H J R U L ] H L Q I R U P D W L R Q . ±<br>• gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and D U W L I D F W V Z L W K D G X O W D V V L V W D Q F H . ± |

| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.18) Government.** The student understands the impact of landmark | |

| 8.18 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | $SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• LGHQWLI\ ELDV DQG SRLQWV RI YLHZ IURP WKH KLVWRULFDO FRQWH[W VXUU<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ\ UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXP inferences and conclusions (7)<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRSLF<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ FDWHJRUL]LQJ LGHQWLI\LQJ FDXVH LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV DQG GU<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ\ UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXP LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULFD<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opini identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrastin (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.** | |
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| 8.19 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • identify ways to actively practice good citizenship, including involvement in community service (2)<br>• LGHQWLI\ KLVWRULFDO ¿JXUHV DQG RWKHU LQGLYLGXDOV ZKR KDYH H[HPSO :DU ,, :RPHQ $LUIRUFH 6HUYLFH 3LORWV :$63V 1DYDMR &RGH 7DONHUV DQ<br>• identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in GDLO\ OLIH DQG SDUWLFLSDWLRQ LQ JRYHUQPHQW E\ HGXFDWLQJ RQHVHOI YRWLQJ<br>• LGHQWLI\ KLVWRULFDO ¿JXUHV DQG RWKHU LQGLYLGXDOV ZKR KDYH H[HPSO Roosevelt (1)<br>&RQFHSWV RI +XPDQ 5LJKWV<br>• describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and pre 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 attorn |

| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.20) Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to<br>$ HYDOXDWH WKH FRQWULEXWLRQV RI WKH )RXQGLQJ )DWKHUV DV models of civic virtue; Supporting Standard<br>(B) analyze reasons for and the impact of selected examples of FLYLO GLVREHGLHQFH LQ 8 6 KLVWRU\ VXFK DV WKH %RVWRQ 7HD 3DUW\ DQG +HQU\ 'DYLG 7KRUHDX¶V UHIXVDO WR SD\ D WD[ 6XSSRUWLQJ Standard | Recognizes the importance of individual participation in the democratic process. |

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

5RROHV 5HVSRQVLELOLWLHV DQG 5LJKWV RI &LWL]HQV

- LGHQWLI\ WKH LPSRUWDQFH RI KLVWRULFDO ¿JXUHV DQG LPSRUWDQW LQG VXFK DV 6DP +RXVWRQ %DUEDUD -RUGDQ /RUHQ]R GH =DYDOD $QQ 5LFKD LQGLYLGXDOV
- LGHQWLI\ LPSRUWDQW LQGLYLGXDOV ZKR KDYH EHHQ DVVRFLDWHG ZLWK &ODUD 'ULVFROO
- LGHQWLI\ ¿JXUHV VXFK DV +HOHQ .HOOHU &ODUD %DUWRQ DQG 5XE\ %UL
- LGHQWLI\ KLVWRULFDO ¿JXUHV DQG RWKHU LQGLYLGXDOV $EUDKDP /LQF :DU ,, :RPHQ $LUIRUFH 6HUYLFH 3LORWV :$63V 1DYDMR &RGH 7DONHUV D
- LGHQWLI\ KLVWRULFDO ¿JXUHV DQG RWKHU LQGLYLGXDOV ZKR KDYH H[HPS Roosevelt (1)

/HDGHUVKLS

- LGHQWLI\ WKH FRQWULEXWLRQV RI 7H[DV OHDGHUV VXFK DV /DZUHQFH 6XC %DNHU ,,, +HQU\ % *RQ]iOH] .D\ %DLOH\ +XWFKLVRQ 6DP %UDEHUU DQG RWKHUV
- Raul A. Gonzalez Jr (7)
- identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States (7)

&RQWLQXHG

| 8.20 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | |

| 8.21 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWHUJRULL]LQJ LGHQWLI\LQJ WKH PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXPPDUL]LQJ LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH WRSLF KLVWRULFDO<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 3 – Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.22) Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to<br>(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; Supporting Standard<br>% G H V F U L E H W K H F R Q W U L E X W L R Q V R I V L J Q L ¿ F D Q W S R O L W L F D O V R F L D O D Q | |

| 8.22 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | /HDGHUVKLS<br>• LGHQWLI\ WKH FRQWULEXWLRQV RI 7H[DV OHDGHUV VXFK DV /DZUHQFH 6XOO<br>,,, +HQU\ % *RQ]iOH] .D\ %DLOH\ +XWFKLVRQ %UEDUD -RUGDQ 5D\PRQG<br>• Raul A. Gonzalez Jr (7)<br>• identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been presi<br>of the United States (7)<br>• LGHQWLI\ OHDGHUVKLS TXDOLWLHV RI QDWLRQDO OHDGHUV SDVW DQG SUH<br>• LGHQWLI\ OHDGHUVKLS TXDOLWLHV RI VWDWH DQG ORFDO OHDGHUV SDVW D<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ\<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXP<br>inferences and conclusions (7)<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ FDWHJRUL]LQJ LGHQWLI\LQJ FDXVH<br>LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV DQG GU<br>• LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJ\<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXP<br>LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opini<br>identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrastin<br>(2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.12) Economics.** The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to<br>(A) identify economic differences among different regions of the United States; Supporting Standard<br>(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; Readiness Standard<br>(C) analyze the causes and effects of economic differences among different regions of the United States at selected times. Readiness Standard | Recognizes the development of different patterns of economic activity among various U.S. regions. |

Social Studies

| **STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.13) Economics.** The student understands how various economic IRUFHV UHVXOWHG LQ WKH ,QGXVWULDO5HYROXWLRQ LQ WKH WK FHQWXU\ student is expected to<br>(A) analyze the economic effects of the War of 1812; Supporting Standard<br>(B) identify the economic factors that brought about rapid industrialization and urbanization. Readiness Standard | Recognizes the causes of industrialization and urbanization in the United States. |

| **8.13** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | (YROXWLRQ RI (FRQRPLF 6\VWHPV %DVHG RQ +XPDQ 1HHG<br>• explain the choices people can make about earning, spending, and saving money (2)<br>• describe how various jobs contribute to the production of goods and services (1)<br>• identify the role of markets in the exchange of goods and services (1)<br>• identify ways people exchange goods and services (1)<br>• H[SODLQ KRZ EDVLF KXPDQ QHHGV DQG ZDQWV FDQ EH PHW .<br>)DFWRUV ,QÀXHQFLQJ (FRQRPLHV<br>• GHVFULEH WKH LPSDFW RI PDVV SURGXFWLRQ VSHFLDO]DWLRQ DQG GLY<br>• DQDO\]H WKH HIIHFWV RI LPPLJUDWLRQ DQG PLJUDWLRQ RQ WKH HFRQRPL<br>• LGHQWLI\ DQG H[SODLQ KRZ JHRJUDSKLF IDFWRUV KDYH LQÀXHQFHG WKH<br>'HYHORSPHQW DQG 2SHUDWLRQ RI (FRQRPLF 6\VWHPV<br>• |

| 8.13 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • H[SODLQ KRZ SK\VLFDO JHRJUDSKLF IDFWRUV VXFK DV FOLPDWH DQG QDW<br>7H[DV<br>• LGHQWLI\ H[DPSOHV RI WKH EHQH¿WV RI WKH IUHH HQWHUSULVH V\VWHP V<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQR<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>inferences and conclusions (7)<br>• |

| **STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.14) Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to<br>(A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; Supporting Standard<br>% GHVFULEH WKH FKDUDFWHULVWLFV DQG WKH EHQH¿WV RI WKH 8 6 IUHH enterprise system through 1877. Supporting Standard | Recognizes the development of the free enterprise system in the United States. |

| **8.14** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | (YROXWLRQ RI (FRQRPLF 6\VWHPV %DVHG RQ +XPDQ 1HHG<br>• XQGHUVWDQG WKH LPSRUWDQFH RI HWKLFV LQ PDLQWDLQLQJ D IXQFWLRQ<br>• FRPSDUH ZD\V LQ ZKLFK YDULRXV VRFLHWLHV RUJDQL]H WKH SURGXFWLRQ<br>• explain the choices people can make about earning, spending, and saving money (2)<br>• identify the role of markets in the exchange of goods and services (1)<br>• identify ways people exchange goods and services (1)<br>• H[SODLQ KRZ EDVLF KXPDQ QHHGV DQG ZDQWV FDQ EH PHW .<br>'HYHORSPHQW DQG 2SHUDWLRQ RI (FRQRPLF 6\VWHPV<br>• JLYH H[DPSOHV RI WKH EHQH¿WV RI WKH IUHH HQWHUSULVH V\VWHP LQ WK<br>• GHVFULEH KRZ WKH IUHH HQWHUSULVH V\VWHP ZRUNV LQ WKH 8QLWHG 6W<br>• LGHQWLI\ WKH GHYHORSPHQW RI WKH IUHH HQWHUSULVH V\VWHP LQ WKH 8QLWHG 6WDWHV<br>• H[SODLQ WKH HFRQRPLF SDWWHUQV RI HDUO\ (XURSHDQ FRORQLHV<br>• identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texa<br>• LGHQWLI\ H[DPSOHV RI WKH EHQH¿WV RI WKH IUHH HQWHUSULVH V\VWHP V<br>&RQWLQXHG |

| 8.14 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • GHVFULEH KRZ WKH IUHH HQWHUSULVH V\VWHP ZRUNV LQFOXGLQJ VXSSO\<br>• describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railr ERRP<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHFDWHJRUL]LQJ LGHQWLI\LQJ PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQRORJLFDO UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

| **STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.27) Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to<br>$ H[SODLQ WKH HIIHFWV RI WHFKQRORJLFDO DQG VFLHQWL¿F innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts; Readiness Standard<br>(B) analyze how technological innovations changed the way goods were manufactured and distributed nationally and internationally; Supporting Standard<br>(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. Supporting Standard | 5HFRJQL]HV WKH LPSDFW RI VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO innovation on the economic growth of the United States. |

| **8.27** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | ,PSDFW RI 6FLHQFH DQG 7HFKQRORJ\ RQ 6RFLHW\<br>• DQDO\]H KRZ VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO LQQRYDWLRQV have impacted life in the United States, and the world (7)<br>• HYDOXDWH WKH HIIHFWV RI VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO land (7)<br>• DQDO\]H WKH HIIHFWV RI YDULRXV VFLHQWL¿F GLVFRYHULHV DQG WHFKQR advancements in the agricultural, energy, medical, computer, and aerospace industries (7)<br>• LGHQWLI\ H[DPSOHV RI VFLHQWL¿F GLVFRYHULHV WHFKQRORJLFDO LQQRY<br>• H[SODLQ KRZ VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO LQQRYDWLR EHQH¿WHG LQGLYLGXDOV DQG VRFLHW\ LQ WKH 8QLWHG 6WDWHV<br>• LGHQWLI\ KRZ VFLHQWL¿F GLVFRYHULHV WHFKQRORJLFDO LQQRYDWLRQV HFRQRPLF GHYHORSPHQW RI WKH 8QLWHG 6WDWHV LQFOXGLQJ WKH WUDQ<br>• GHVFULEH KRZ VFLHQWL¿F GLVFRYHULHV DQG LQQRYDWLRQV KDYH LQGLYLGXDOV DQG VRFLHW\ LQ 7H[DV |

| 8.27 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • G H V F U L E H W K H L P S D F W R I V F L H Q W L ¿ F E U H D N W K U R X J K V D Q G Q H Z W H F K Q R O communities (3)<br>• explain how science and technology have affected the ways in which people meet basic needs (2)<br>• |

| **STAAR Reporting Category 4 – Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.** | |
|---|---|
| **TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** | **Essence of TEKS Knowledge and Skills Statement/ STAAR-Tested Student Expectations** |
| **(8.28) Science, technology, and society.** The student understands the impact of science and technology on life in the United States. The student is expected to<br>(A) describe the effects of science and technology on different periods in U.S. history; Supporting Standard<br>(B) identify examples of how industrialization changed life in the United States. Supporting Standard | 5HFRJQL]HV WKH LPSDFW RI VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO LQQRYDWLRQV RQ GDLO\ OLIH LQ WKH 8QLWHG 6WDWHV |

| **8.28** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
|---|---|
| | ,PSDFW RI 6FLHQFH DQG 7HFKQRORJ\ RQ 6RFLHW\<br>• DQDO\]H KRZ VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO LQQRYDWLRQV KDYH LPSDFWHG WKH 8QLWHG States, and the world (7)<br>• HYDOXDWH WKH HIIHFWV RI VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO land (7)<br>• DQDO\]H WKH HIIHFWV RI YDULRXV VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO advancements in the agricultural, energy, medical, computer, and aerospace industries (7)<br>• H[SODLQ KRZ UHVRXUFHV IRU VFLHQFH DQG WHFKQRORJ\ DUH DOORFDWHG<br>• LGHQWLI\ H[DPSOHV RI VFLHQWL¿F GLVFRYHULHV WHFKQRORJLFDO LQQRY<br>• H[SODLQ KRZ VFLHQWL¿F GLVFRYHULHV DQG WHFKQRORJLFDO LQQRYDWLRQ EHQH¿WHG LQGLYLGXDOV DQG VRFLHW\ LQ WKH 8QLWHG 6WDWHV<br>• LGHQWLI\ KRZ VFLHQWL¿F GLVFRYHULHV WHFKQRORJLFDO LQQRYDWLRQV HFRQRPLF GHYHORSPHQW RI WKH 8QLWHG 6WDWHV LQFOXGLQJ WKH WUDQ<br>• GHVFULEH KRZ VFLHQWL¿F GLVFRYHULHV DQG LQQRYDWLRQV KDYH FKDQJHG LQGLYLGXDOV EXVLQHVVHV DQG VRFLHW\ LQ 7H[DV<br>• GHVFULEH WKH LPSDFW RI VFLHQWL¿F EUHDNWKURXJKV DQG QHZ WHFKQRO communities (3)<br>• explain how science and technology have affected the ways in which people meet basic needs (2) |

| 8.28 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|
| | • describe how science and technology have affected communication, transportation, and recreation (2)<br>• describe how technology has affected communication, transportation, and recreation (1)<br>• describe how technology has affected the ways families live (1)<br>• GHVFULEH KRZ KLV RU KHU OLIH PLJKW EH GLIIHUHQW ZLWKRXW PRGHUQ W<br>• GHVFULEH KRZ WHFKQRORJ\ KHOSV DFFRPSOLVK VSHFL¿F WDVNV DQG PHH<br>1RWDEOH 6FLHQWLVWV DQG ,QGLYLGXDOV<br>• LGHQWLI\ WKH DFFRPSOLVKPHQWV RI QRWDEOH LQGLYLGXDOV LQ:KLWHQHVV<br>-RKQ 'HHUH 7KRPDV (GLVRQ $OH[DQGHU *UDKDP %HOO *HRUJH :DVKLQJW<br>• LGHQWLI\ IDPRXV LQYHQWRUV DQG VFLHQWLVWV VXFKDVV0LLOL%RGHV )<br>WKHLU FRQWULEXWLRQV<br>$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURHQRR<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>inferences and conclusions (7)<br>• DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHEDWHUJRUL]LQJ LGHQWLI\LQJ<br>PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV<br>• DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURHQRR<br>UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX<br>LQIHUHQFHV DQG FRQFOXVLRQV ±<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing, and contrasting (3)<br>• interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting (2)<br>• VHTXHQFH DQG FDWHJRUL]H LQIRUPDWLRQ .± |

**Standards for social studies skills can be incorporated in reporting categories 1–4**

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

**(8.29) Social studies skills.** 7KH VWXGHQW DSSOLHV FULWLFDO WKLQNLQJ VNLOOV WR RUJDQL methodologies from a variety of valid sources, including technology. The student is expected to

(A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, intervie and artifacts to acquire information about the United States;

% DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQROR UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VXPPD and conclusions;

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

(D) identify bias and points of view created by the historical context surrounding an event;

( VXSSRUW D SRLQW RI YLHZ RQ D VRFLDO VWXGLHV LVVXH RU HYHQW

+ SRVH DQG DQVZHU TXHVWLRQV DERXW JHRJUDSKLF GLVWULEXWLRQV DQG S

| 8.29 | Prerequisite Skills/Links to TEKS Vertical Alignment |
|---|---|

$SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV

- support a point of view on a social studies issue or event (7)
- LGHQWLI\ ELDV DQG SRLQWV RI YLHZ IURP WKH KLVWRULFDO FRQWH[W VXU
- DQDO\]H LQIRUPDWLRQ E\ DSSO\LQJ DEVROXWH DQG UHODWLYH FKURQROR UHODWLRQVKLSV FRPSDULQJ FRQWUDVWLQJ ¿QGLQJ WKH PDLQ LGHD VX inferences and conclusions (7)
- differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, inter and artifacts to acquire information about Texas (7)
- RUJDQL]H DQG LQWHUSUHW LQIRUPDWLRQ IURP RXWOLQHV UHSRUWV GDW
- LGHQWLI\ GLIIHUHQW SRLQWV RI YLHZ DERXW DQ LVVXH RU FXUUHQW WRS
- DQDO\]H LQIRUPDWLRQ E\ VHTXHQFLQJ IHEWHURODWLQJ VLGHSRLQW PDLQ LGHD VXPPDUL]LQJ PDNLQJ JHQHUDOL]DWLRQV DQG SUHGLFWLRQV
- differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to DFTXLUH LQIRUPDWLRQ DERXW YDULRXV ZRUOG FXOWXUHV
- LGHQWLI\ WKH KLVWRULFDO FRQWH[W RI DQ HYHQW

&RQWLQXHG

| 8.29 | Prerequisite Skills/Links to TEKS Vertical Alignment |
| --- | --- |
| | • |

| Standards for social studies skills can be incorporated in reporting categories 1–4 | |
|---|---|
| **TEKS Knowledge and Skills Statement/STAAR-Tested Student Expectations** | |
| **(8.30) Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to<br>(A) use social studies terminology correctly. | |
| **8.30** | **Prerequisite Skills/Links to TEKS Vertical Alignment** |
| | $SSOLFDWLRQ RI &ULWLFDO 7KLQNLQJ 6NLOOV<br>• XVH VRFLDO VWXGLHV WHUPLQRORJ\ FRUUHFWO\ ±<br>• apply the terms year, decade, and century to describe historical times (3)<br>• create and interpret timelines (3)<br>• create and interpret timelines for events in the past and present (2)<br>• apply vocabulary related to chronology, including past, present, and future (2)<br>• describe the order of events by using designations of time periods such as historical and present times (2)<br>• use a calendar to describe and measure time in days, weeks, months, and years (1)<br>• use a simple timeline to distinguish among past, present, and future (1)<br>• XVH VRFLDO VWXGLHV WHUPLQRORJ\ UHODWHG WR WLPH DQG FKURQRORJ\ |