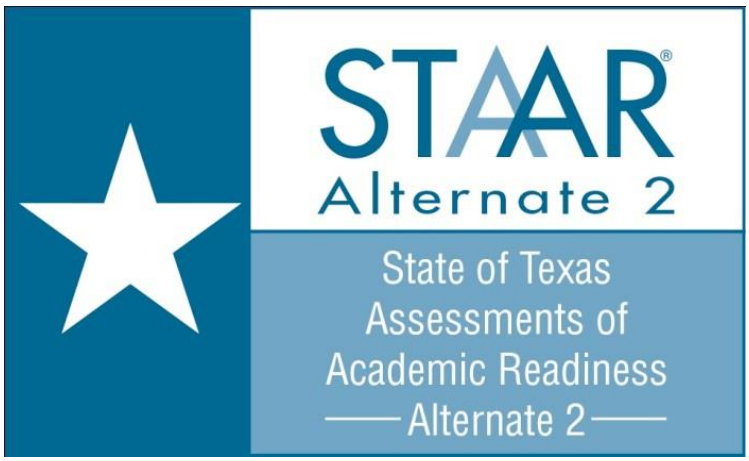

TEKS Vertical Alignment for STAAR Alternate 2

Social Studies

Pre-kindergarten through End-of-Course

Copyright © October 2019, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

The 2019 version of the TEKS Vertical Alignment for Social Studies has been updated to include the streamlined social studies TEKS for middle school and high school, which are to be implemented in classrooms beginning with the 2019-2020 school year. Next year, the 2020 version of this document will include the streamlined social studies TEKS for kindergarten through grade 5, which are to be implemented in classrooms beginning with the 2020-2021 school year.

The 2019 version of this document is valid only for the 2019-2020 school year.

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

Historical Significance of Patriotic Celebrations and National Landmarks

- explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day (K)
- identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day (K)
- describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans' Day (1)
- compare the observance of holidays and celebrations, past and present (1)
- explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving (2)
- identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings (2)

History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation (K.2; 1.2; 2.4). The student understands how individuals, events, and ideas have influenced the history of various communities (3.1). The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration (4.1). The student understands important issues, events, and individuals of the 20th century in Texas (4.5). The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries (5.5). The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies (6.2). The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas (7.2). The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood (7.4). The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century (7.6). History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries (7.7). The student understands the principles included in the Celebrate Freedom Week program (US1).student understands the effects of reform and third-party movements in the early 20th century (US5). The student understands significant events, social issues, and individuals of the 1920s (US6). The student understands the impact of the American civil rights movement (US9). The student is expected to

Individuals and Groups Shaping History

- identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and Jose Antonio Navarro, who helped to shape the state and nation (K)
- identify contributions of patriots and good citizens who have shaped the community (K)
- identify contributions of historical figures, including Sam Houston, George Washington, Abraham

Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (1)

- identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness (1)
- compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation (1)
- identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation (2)
- identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness (2)
- explain how people and events have influenced local community history (2)
- describe how individuals, events, and ideas have changed communities, past and present (3)
- identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities (3)
- describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities (3)
- explain the possible origins of American Indian groups in Texas and North America (4)
- identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano (4)
- describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo (4)
- compare the ways of life of American Indian groups in Texas and North America before European exploration (4)
- identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals (4)
- identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics (5)
- identify and describe the historical influence of individuals or groups on various contemporary societies (6)
- describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)
- compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern (7)
- identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain (7)
- identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas (7)
- contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas (7)
- identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups (7)
- describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia,

Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White (7)

- explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust." (US)
- evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society (US)
- analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh (US)
- describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights (US)
- identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks,, and Betty Friedan (US)
- explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo (US)

Issues and Events Shaping History

- identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II (4)
- explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins (4)
- analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions (5)
- analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election (5)
- identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo (7)
- identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery (7)
- analyze the causes of and events leading to Texas annexation such as security and public debt (7)
- identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850 (7)
- identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker (7)
- identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life (7)
- identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg (7)
- explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier (7)
- explain how the oil industry led to the industrialization of Texas (7)
- define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology (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 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)
- analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments (US)
- analyze the impact of third parties, including the Populist and Progressive parties (US)
- analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women (US)
- trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments (US)
- explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting (US)
- compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr. (US)
- discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement (US)
- describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 (US)
- evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process (US)
- describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement (US)

People, past and present skills. The student begins to understand past events and how these events relate to their cultural background as well as their classmates' background, present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity (Pre- K.VII.A).

History. The student understands the concept of chronology (K.3). The student understands the concepts of time and chronology (1.3; 2.2; 3.3). The student understands how various sources provide information about the past and present (2.3). The student understands that historical events influence contemporary events (6.1). The student understands traditional historical points of reference in Texas history (7.1). The student understands traditional historical points of reference in U.S. history through 1877 (8.1). The student understands traditional historical points of reference in U.S. history from 1877 to the present (US2). The student is expected to

Concepts of Time and Chronology

- connect their life to events, time, and routines (Pre-K)
- place events in chronological order (K)
- use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow (K)
- distinguish among past, present, and future (1)

- describe and measure calendar time by days, weeks, months, and years (1)
- create a calendar and simple timeline (1)
- describe the order of events by using designations of time periods such as historical and present times (2)
- apply vocabulary related to chronology, including past, present, and future (2)
- create and interpret timelines for events in the past and present (2)
- identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources (2)
- describe various evidence of the same time period using primary sources such as photographs, journals, and interviews (2)
- use vocabulary related to chronology, including past, present, and future times (3)
- create and interpret timelines (3)
- apply the terms year, decade, and century to describe historical times (3)

Historical Points of Reference

- trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade (6)
- analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions (6)
- 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)
- identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects (8)
- explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War (8)
- identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics (US)
- 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 (Sputnik 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) (US)

History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States (4.3). The student understands how conflict between the American colonies and Great Britain led to American independence (5.2). The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas (7.3). The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction (7.5). The student understands individuals, issues, and events of the Civil War (8.8). The student understands the emergence of the United States as a world power between 1898 and 1920 (US4). The student understands the domestic and international impact of U.S. participation in World War II (US7). The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States (US8). The student is expected to

Events Prior and During Military and Diplomatic Conflicts

- identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party (5)
- describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin (7)
- explain the central role the expansion of slavery played in the involvement of Texas in the Civil War (7)
- explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (8)
- explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln (8)
- 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 (US)
- 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 (US)
- 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 (US)
- 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 (US)
- explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy (US)
- explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War (US)
- analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon (US)

Individual Contributions During Wartime

- summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza (4)

- identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones (4)
- identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period (5)
- explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis (7)
- explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto (7)
- identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch (7)
- explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar (8)
- analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address (8)
- explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power (US)
- understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest (US)
- 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 (US)
- describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz (US)
- 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 (US)
- 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 (US)

Effects of Military and Diplomatic Conflicts

- analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto (4)
- describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers (4)
- explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War (4)
- summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military (5)

- explain the political, economic, and social effects of the Civil War and Reconstruction in Texas (7)
- evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico (US)
- identify the causes of World War I and reasons for U.S. entry (US)
- 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 (US)
- 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 (US)
- describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race (US)
- 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 (US)

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

Establishment of the U.S. Constitution

- identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation (5)
- identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution (5)
- explain the reasons for the growth of representative government and institutions during the colonial period (8)
- analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (8)
- describe how religion and virtue contributed to the growth of representative government in the American colonies (8)
- analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War (8)
- explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington (8)
- explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783 (8)
- analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise (8)
- analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (US)
- analyze and evaluate the application of these founding principles to historical events in U.S. history (US)

History. The student understands common characteristics of communities, past and present (3.2). The student understands the causes and effects of European exploration and colonization of Texas and North America (4.2). The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine (5.1). The student understands the causes of exploration and colonization eras (8.2). The student is expected to

Exploration and Development of Communities, Past and Present

- identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being (3)
- identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)
- compare ways in which various other communities meet their needs (3)
- summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion (4)
- identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas (4)
- explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón (4)
- identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas (4)
- identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas (4)
- explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain (5)
- describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams (5)
- identify reasons for English, Spanish, and French exploration and colonization of North America (8)
- compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (8)

History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century (4.4). The student understands political**,** economic, and social changes that occurred in the United States during the 19th century (5.4). The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson (8.5). The student understands westward expansion and its effects on the political, economic, and social development of the nation (8.6). The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War (8.7). The student understands the effects of Reconstruction on the political, economic, and social life of the nation (8.9). The student understands the political, economic, and social changes in the United States from 1877 to 1898 (US3). The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990 (US10). The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century (US11). The student is expected to

Political Influences

- describe the causes and effects of the War of 1812 (5)
- identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny (5)

- describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system (8)
- explain the origin and development of American political parties (8)
- explain the causes, important events, and effects of the War of 1812 (8)
- identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine (8)
- explain the impact of the election of Andrew Jackson, including expanded suffrage (8)
- explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States (8)
- analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny (8)
- explain the causes and effects of the U.S.-Mexican War and their impact on the United States (8)
- identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams (8)
- evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments (8)
- explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels (8)
- analyze political issues such as Indian policies, the growth of political machines, and civil service reform (US)
- describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente (US)
- describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength (US)
- describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair (US)
- describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror (US)
- identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum (US)
- analyze the impact of third parties on the 1992 and 2000 presidential elections (US)

Economic Influences

- explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson (4)
- identify the impact of railroads on life in Texas, including changes to cities and major industries (4)
- identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States (5)
- explain how industry and the mechanization of agriculture changed the American way of life (5)
- summarize arguments regarding protective tariffs, taxation, and the banking system (8)
- analyze the impact of tariff policies on sections of the United States before the Civil War (8)
- explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups (8)
- analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business (US)
- identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy (US)

Social Influences

- examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo (4)
- identify reasons people moved west (5)
- identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution (5)
- identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups (5)
- analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears (8)
- compare the effects of political, economic, and social factors on slaves and free blacks (8)
- analyze the impact of slavery on different sections of the United States (8)
- analyze social issues affecting women, minorities, children, immigrants, and urbanization (US)
- describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority (US)
- describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic (US)

Geography skills. The student uses directions to locate their relative position in space and to locate their home and school in their community (Pre-K.VII.C).

Geography. The student understands the concept of location (K.4). The student understands the relative location of places (1.4). The student understands the purpose of maps and globes (1.5). The student uses simple geographic tools such as maps and globes (2.5). The student understands the concepts of location, distance, and direction on maps and globes (3.5). The student uses geographic tools to collect, analyze, and interpret data (4.6; 5.6). The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes (6.3). The student is expected to

Geographic Location Using Tools

- identify and create common features in the natural environment (Pre-K)
- use terms, including over, under, near, far, left, and right, to describe relative location (K)
- locate places on the school campus and describe their relative locations (K)
- identify tools that aid in determining location, including maps and globes (K)
- locate places using the four cardinal directions (1)
- describe the location of self and objects relative to other locations in the classroom and school (1)
- create and use simple maps such as maps of the home, classroom, school, and community (1)
- locate the community, Texas, and the United States on maps and globes (1)
- interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys (2)
- create maps to show places and routes within the home, school, and community (2)
- use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas in relation to the local community (3)
- use a scale to determine the distance between places on maps and globes (3)
- identify and use the compass rose, grid system, and symbols to locate places on maps and globes (3)
- create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system (3)

- translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps (4)
- apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps (4–5)
- translate geographic data into a variety of formats such as raw data to graphs and maps (5)
- identify and explain the geographic factors responsible for patterns of population in places and regions (6)
- explain ways in which human migration influences the character of places and regions (6)
- identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions (6)
- identify the location of major world countries for each of the world region (6)

Geography. The student understands how humans use and modify the physical environment (2.8). The student understands how humans adapt to variations in the physical environment (3.4). The student understands how people adapt to and modify their environment (4.9; 5.9). The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions (6.5). The student understands the effects of the interaction between humans and the environment in Texas (7.9). The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century (8.11). The student understands the relationship between population growth and the physical environment (US14). The student is expected to

Relationship between People and Physical Environment

- identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil (2)
- identify positive and negative consequences of human modification of the physical environment such as the use of irrigation in improve crop yields (2)
- identify ways people can conserve and replenish natural resources (2)
- describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards (3)
- 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)
- describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape (3)
- describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)
- identify and compare the human characteristics of various regions (3)
- 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 reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities (4)
- compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality (4)
- describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs (5)

- analyze the positive and negative consequences of human modification of the environment in the United States, past and present (5)
- describe ways people have been impacted by physical processes such as earthquakes and climate (6)
- identify and analyze ways people have adapted to the physical environment in various places and regions (6)
- identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure (6)
- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications (7)
- 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)
- analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States (8)
- describe the positive and negative consequences of human modification of the physical environment of the United States (8)
- identify the effects of population growth and distribution on the physical environment (US)
- identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act (US)

Geography. The student understands how geographic factors influence the economic development and political relationships of societies (6.4). The student understands the impact of geographic factors on major events (US12). The student is expected to

Geographic Influence on History

- explain the geographic factors responsible for the location of economic activities in places and regions (6)
- identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships (6)
- 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.

Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns (2.7). The student understands the location and patterns of settlement and the geographic factors that influence where people live (4.8). The student understands the location and patterns of settlement and the geographic factors that influence where people live (5.8). The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries (7.10). The student understands the causes and effects of migration and immigration on American society (US13). The student is expected to

Population and Settlement Patterns

- describe how weather patterns and seasonal patterns affect activities and settlement patterns (2)
- describe how natural resources and natural hazards affect activities and settlement patterns (2)
- explain how people depend on the physical environment and natural resources to meet basic needs (2)

- identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns (2)
- identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II (4)
- describe and explain the location and distribution of various towns and cities in Texas, past and present (4)
- 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 describe the types of settlement and patterns of land use in the United States (5)
- explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present (5)
- analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present (5)
- identify why immigrant groups came to Texas and where they settled (7)
- describe how immigration and migration to Texas have influenced Texas (7)
- describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution (7)
- analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation (7)
- 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 (US)
- analyze the causes and effects of changing demographic patterns resulting from immigration to the United States (US)

Geography. The student understands physical and human characteristics of place (K.5). The student understands various physical and human characteristics (1.6). The student understands the locations and characteristics of places and regions in the community, state, and nation (2.6). The student understands the concept of regions (4.7). The student understands the concept of regions in the United States (5.7). The student understands the location and characteristics of places and regions of Texas (7.8). The student understands the location and characteristics of places and regions of the United States, past and present (8.10). The student is expected to

Characteristics of Places and Regions

- identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (K)
- identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location (K)
- identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (1)
- identify examples of and uses for natural resources in the community, state, and nation (1)
- identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location (1)
- identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes (2)
- locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes (2)

- examine information from various sources about places and regions (2)

- describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity (4)
- identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation (4)
- compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world (4)
- describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity (5)
- describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains (5)
- locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest (5)
- locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains (5)
- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions (7)
- locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest (7)
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas (7)
- locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries (8)
- compare places and regions of the United States in terms of physical and human characteristics (8)
- analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States (8)

Economic skills. The student learns that their community benefits from many different people working in many different ways (Pre-K.VII.B).

Economics. The student understands that basic human needs and wants are met in many ways (K.6). The student understands the value of jobs (K.7). The student understands how families meet basic human needs (1.7). The student understands the concepts of goods and services (1.8). The student understands the condition of not being able to have all the goods and services one wants (1.9). The student understands the value of work (1.10; 2.9). The student understands the roles of producers and consumers in the production of goods and services (2.10). The student understands the purposes of earning, spending, saving, and donating money (3.6). The student understands the concept of the free enterprise system (3.7). The student understands how businesses operate in the U.S. free enterprise system (3.8). The student understands the various ways in which people organize economic systems (6.7). The student is expected to

Evolution of Economic Systems Based on Human Need

- demonstrate that all people need food, clothing, and shelter (Pre-K)
- demonstrate an understanding of what it means to be a consumer (Pre-K)
- discuss the roles and responsibilities of family, school, and community helpers (Pre-K)
- identify basic human needs of food, clothing, and shelter (K)

- explain the difference between needs and wants (K)
- explain how basic human needs can be met such as through self-producing, purchasing, and trading (K)
- identify jobs in the home, school, and community (K)
- explain why people have jobs (K)
- describe ways that families meet basic human needs (1)
- describe similarities and differences in ways families meet basic human needs (1)
- identify examples of goods and services in the home, school, and community (1)
- identify ways people exchange goods and services (1)
- identify the role of markets in the exchange of goods and services (1)
- identify examples of people wanting more than they can have (1)
- explain why wanting more than they can have requires that people make choices (1)
- identify examples of choices families make when buying goods and services (1)
- describe the components of various jobs and the characteristics of a job well-performed (1)
- describe how specialized jobs contribute to the production of goods and services (1)
- explain how work provides income to purchase goods and services (2)
- explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work (2)
- distinguish between producing and consuming (2)
- identify ways in which people are both producers and consumers (2)
- examine the development of a product from a natural resource to a finished product (2)
- identify ways of earning, spending, saving, and donating money (3)
- create a simple budget that allocates money for spending, saving, and donating (3)
- define and identify examples of scarcity (3)
- explain the impact of scarcity on the production, distribution, and consumption of goods and services (3)
- explain the concept of a free market as it relates to the U.S. free enterprise system (3)
- identify examples of how a simple business operates (3)
- explain how supply and demand affect the price of a good or service (3)
- explain how the cost of production and selling price affect profits (3)
- explain how government regulations and taxes impact consumer costs (3)
- identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses (3)
- compare ways in which various societies organize the production and distribution of goods and services (6)
- compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (6)
- understand the importance of ethics in maintaining a functional free enterprise system (6)

Economics. The student understands patterns of work and economic activities in the United States (5.13). The student understands the factors of production in a society's economy (6.6). The student understands categories of economic activities and the data used to measure a society's economic level (6.8). The student is expected to

Factors Influencing Economies

- compare how people in different parts of the United States earn a living, past and present (5)
- identify and explain how geographic factors have influenced the location of economic activities in the United States (5)
- analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States (5)
- describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States (5)
- describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (6)
- identify problems that may arise when one or more of the factors of production is in relatively short supply (6)
- explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6)
- define and give examples of agricultural, retail, manufacturing (goods), and service industries (6)
- describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy (6)

Economics. The student understands the basic economic activities of early societies in Texas and North America (4.10). The student understands the characteristics and benefits of the free enterprise system in Texas (4.11). The student understands patterns of work and economic activities in Texas (4.12). The student understands the basic economic patterns of early societies in the United States (5.10). The student understands the development, characteristics, and benefits of the free enterprise system in the United States (5.11). The student understands the impact of supply and demand on consumers and producers in a free enterprise system (5.12). The student understands the factors that caused Texas to change from an agrarian to an urban society (7.11). The student understands why various sections of the United States developed different patterns of economic activity through 1877 (8.12). The student understands how various economic forces resulted in the Industrial Revolution in the 19th century (8.13). The student understands the origins and development of the free enterprise system in the United States (8.14). The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 (US15). The student understands significant economic developments between World War I and World War II (US16). The student understands the economic effects of government policies from World War II through the present. (US17). The student is expected to

Development and Operation of Economic Systems

- explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting (4)
- explain the economic activities early immigrants to Texas used to meet their needs and wants (4)
- describe the development of the free enterprise system in Texas (4)
- describe how the free enterprise system works, including supply and demand (4)
- give examples of the benefits of the free enterprise system such as choice and opportunity (4)
- explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services (4)
- explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas (4)
- analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas (4)

- describe the impact of mass production, specialization, and division of labor on the economic growth of Texas (4)

- explain how developments in transportation and communication have influenced economic activities in Texas (4)
- explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas (4)
- explain the economic patterns of early European colonists (5)
- identify major industries of colonial America (5)
- describe the development of the free enterprise system in colonial America and the United States (5)
- describe how the free enterprise system works in the United States (5)
- give examples of the benefits of the free enterprise system in the United States (5)
- explain how supply and demand affects consumers in the United States (5)
- evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States (5)
- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing (7)
- explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (7)
- identify economic differences among different regions of the United States (8)
- explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery (8)
- analyze the causes and effects of economic differences among different regions of the United States at selected times (8)
- analyze the economic effects of the War of 1812 (8)
- identify the economic factors that brought about rapid industrialization and urbanization (8)
- explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights (8)
- describe the characteristics and the benefits of the U.S. free enterprise system through 1877 (8)
- 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 (US)
- 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 (US)
- explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas (US)
- describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States (US)
- analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies (US)
- 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 (US)
- analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage (US)
- compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression (US)
- describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens (US)

- describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment (US)

- identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business (US)
- describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s (US)
- identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX (US)
- describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) (US)

Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent (4.13). The student understands the interdependence of the Texas economy with the United States and the world (7.12). The student is expected to

Global Trade and Economic Interdependence

- identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world (4)
- identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world (4)
- explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world (4)
- explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas (7)
- explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas (7)
- analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets (7)

Social-competence skills. The student begins to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world (Pre-K.I.C).

Government. The student understands the purpose of rules (K.8). The student understands the role of authority figures (K.9). The student understands the purpose of rules and laws (1.11). The student understands the role of authority figures, public officials, and citizens (1.12). The student understands the purpose of governments (2.11). The student understands the role of public officials (2.12). The student understands the basic structure and functions of various levels of government (3.9). The student understands the structure and functions of government created by the Texas Constitution (7.14). The student is expected to

Structure and Functions of Government

- assume various roles and responsibilities as part of a classroom community (Pre-K)
- identify purposes for having rules (K)
- identify rules that provide order, security, and safety in the home and school (K)
- identify authority figures in the home, school, and community (K)

- explain how authority figures make and enforce rules (K)
- explain the purpose for rules and laws in the home, school, and community (1)
- identify rules and laws that establish order, provide security, and manage conflict (1)
- identify the responsibilities of authority figures in the home, school, and community (1)
- identify and describe the roles of public officials in the community, state, and nation (1)
- identify and describe the role of a good citizen in maintaining a constitutional republic (1)
- identify functions of governments such as establishing order, providing security, and managing conflict (2)
- identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community (2)
- describe how governments tax citizens to pay for services (2)
- name current public officials, including mayor, governor, and president (2)
- compare the roles of public officials, including mayor, governor, and president (2)
- identify ways that public officials are selected, including election and appointment to office (2)
- identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions (2)
- describe the basic structure of government in the local community, state, and nation (3)
- identify local, state, and national government officials and explain how they are chosen (3)
- identify services commonly provided by local, state, and national governments (3)
- explain how local, state, and national government services are financed (3)
- describe the structure and functions of government at municipal, county, and state levels (7)
- identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees (7)

Government. The student understands how people organized governments in different ways during the early development of Texas (4.14). The student understands the organization of governments in colonial America (5.14). The student understands the framework of government created by the U.S. Constitution of 1787 (5.16). The student understands the concepts of limited and unlimited governments (6.9). The student understands various ways in which people organize governments (6.10). The student understands the dynamic nature of the powers of the national government and state governments in a federal system (8.17). The student understands changes over time in the role of government (US18). The student understands the changing relationships among the three branches of the federal government (US19). The student is expected to

Political and Legal Systems

- compare how various American Indian groups such as the Caddo and the Comanche governed themselves (4)
- identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas (4)
- identify and compare the systems of government of early European colonists, including representative government and monarchy (5)
- identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses (5)
- identify and explain the basic functions of the three branches of government (5)
- identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution (5)

- distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)
- describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) (6)
- identify reasons for limiting the power of government (6)
- identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups (6)
- identify and give examples of governments with rule by one, few, or many (6)
- compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function (6)
- identify historical origins of democratic forms of government such as Ancient Greece (6)
- analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason (8)
- explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War (8)
- evaluate the impact of New Deal legislation on the historical roles of state and federal government (US)
- explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001 (US)
- describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders (US)
- describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009 (US)
- describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government (US)
- evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000 (US)

Government. The student understands important ideas in historical documents at various levels of government (3.10). The student understands important ideas in historical documents of Texas and the United States (4.15). The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (5.15). The student understands the basic principles reflected in the Texas Constitution (7.13). The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents (8.15). The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society (8.16). The student understands the impact of landmark Supreme Court cases (8.18). The student understands the impact of constitutional issues on American society (US20). The student is expected to

Historical Documents

- identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)
- describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government (3)
- identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas

Constitution, and other documents such as the Meusebach-Comanche Treaty (4)

- identify and explain the basic functions of the three branches of government according to the Texas Constitution (4)
- identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week) (4)
- identify the key elements and the purposes and explain the importance of the Declaration of Independence (5)
- explain the purposes of the U.S. Constitution as identified in the Preamble (5)
- explain the reasons for the creation of the Bill of Rights and its importance (5)
- identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (7)
- compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights (7)
- identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government (8)
- summarize the strengths and weaknesses of the Articles of Confederation (8)
- identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights (8)
- analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (8)
- summarize the purposes for amending the U.S. Constitution (8)
- describe the impact of the 13th, 14th, and 15th amendments (8)
- identify the origin of judicial review (8)
- summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden (8)
- evaluate the impact of landmark Supreme Court decision Dred Scott v. Sandford on life in the United States (8)
- analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder (US)
- explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present (US)

Citizenship skills. The student begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity (Pre-K.VII.D).
Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity (K.10). The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity (1.14). The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity (2.14). The student understands important customs, symbols, and celebrations of Texas (4.16). The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity (5.17). The student is expected to

Symbols, Customs, and Celebrations Contributing to National Identity

- identify flags of the United States and Texas (Pre-K)
- recite the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence (Pre-K)

- engage in voting as a method for group decision-making (Pre-K)
- identify the flags of the United States and Texas (K)
- use voting as a method for group decision making (K)
- identify Constitution Day as a celebration of American freedom (K–1)
- recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (K, 2)
- explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo (1)
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag (1)
- identify anthems and mottoes of Texas and the United States (1)
- explain and practice voting as a way of making choices and decisions (1)
- explain how patriotic customs and celebrations reflect American individualism and freedom (1)
- identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful" (2)
- identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam (2)
- identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom (2)
- explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions (4)
- sing or recite "Texas, Our Texas" (4)
- recite and explain the meaning of the Pledge to the Texas Flag (4)
- describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth (4)
- explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant (5)
- sing or recite "The Star-Spangled Banner" and explain its history (5)
- recite and explain the meaning of the Pledge of Allegiance to the United States Flag (5)
- describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day (5)
- explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore (5)

Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals (1.13; 2.13). The student understands characteristics of good citizenship as exemplified by historical and contemporary figures (3.11). The student understands the importance of active individual participation in the democratic process (4.17). The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution (5.20). The student understands that the nature of citizenship varies among societies (6.11). The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments (6.12). The student understands the rights and responsibilities of Texas citizens in a democratic society (7.15). The student understands the importance of expression of different points of view in a democratic society (7.16). The student understands the rights and responsibilities of citizens of the United States (8.19). The student understands the importance of the expression of different points of view in a constitutional republic (8.21). The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights (US22). The student is expected to

Roles, Responsibilities and Rights of Citizens

- identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship (1)
- identify other individuals who exemplify good citizenship (1–2)
- 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)
- identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship (2)
- identify ways to actively practice good citizenship, including involvement in community service (2)
- identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship (3)
- identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting (3)
- identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll (4)
- explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects (4)
- explain the duty of the individual in state and local elections such as being informed and voting (4)
- identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals (4)
- explain how to contact elected and appointed leaders in state and local governments (4)
- describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney (5)
- describe various amendments to the U.S. Constitution such as those that extended voting rights of
- U.S. citizens (5)
- describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States (6)
- explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies (6)
- identify and explain the duty of civic participation in societies with representative governments (6)
- explain relationships among rights, responsibilities, and duties in societies with representative governments (6)
- explain rights of Texas citizens (7)
- explain civic responsibilities of Texas citizens and the importance of civic participation (7)
- identify different points of view of political parties and interest groups on important Texas issues, past and present (7)
- describe the importance of free speech and press in a democratic society (7)
- define and give examples of unalienable rights (8)
- summarize rights guaranteed in the Bill of Rights (8)
- identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries (8)
- identify different points of view of political parties and interest groups on important historical issues (8)
- describe the importance of free speech and press in a constitutional republic (8)

- summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act (8)
- 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 (US)
- evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924 (US)
- explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility (US)
- summarize the criteria and explain the process for becoming a naturalized citizen of the United States (US)

Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic (3.12). The student understands the importance of effective leadership in a constitutional republic (4.18; 5.19; 8.22; US23). The student understands the importance of individual participation in the democratic process at the local, state, and national levels (5.18). The student understands the importance of effective leadership in a democratic society (7.17). The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents (8.15). The student understands the importance of voluntary individual participation in the democratic process (8.20). The student is expected to

Leadership

- identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States (4)
- identify leadership qualities of state and local leaders, past and present (4)
- explain the contributions of the Founding Fathers to the development of the national government (5)
- identify past and present leaders in the national government, including the president and various members of Congress, and their political parties (5)
- identify and compare leadership qualities of national leaders, past and present (5)
- 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)
- identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr (7)
- explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America (8)
- evaluate the contributions of the Founding Fathers as models of civic virtue (8)
- analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax (8)
- analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln (8)
- describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton (8)
- 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 (US)
- 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 (US)

Civic Participation

- give examples of community changes that result from individual or group decisions (3)
- identify examples of actions individuals and groups can take to improve the community (3)
- identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good (3)
- explain the duty individuals have to participate in civic affairs at the local, state, and national levels (5)
- explain how to contact elected and appointed leaders in local, state, and national governments (5)

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

Concepts of Human Rights

- discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire (US)
- describe how the American values are different and unique from those of other nations (US)

Self-concept skills. The student begins to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills (Pre-K.I.A).

Social awareness skills. The student will begin to learn with adult guidance how to operate socially with others (Pre-K.I.D).

People, past and present skills. The student begins to understand past events and how these events relate to their cultural background as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity (Pre-K.VII.A).

Culture. The student understands similarities and differences among people (K.11). The student understands the importance of family customs and traditions (K.12). The student understands the importance of family and community beliefs, customs, language, and traditions (1.15). The student understands ethnic and/or cultural celebrations (2.16). The student understands ethnic and/or cultural celebrations of the local community and other communities (3.13). The student understands the contributions of people of various racial, ethnic, and religious groups to Texas (4.19). The student understands the contributions of people of various racial, ethnic, and religious groups to the United States (5.22). The student understands the similarities and differences within and among cultures in various world societies (6.13). The student understands the concept of diversity within unity in Texas (7.18). The student is expected to

Impact of Diversity

- show self-awareness and express pride in age appropriate abilities and skills (Pre-K)
- demonstrate an understanding that others have perspectives and feelings that are different from his/her own (Pre-K)
- identify similarities and differences in characteristics of families (Pre-K)
- identify similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences (Pre-K)
- identify similarities and differences among people such as kinship, laws, and religion (K)
- identify similarities and differences among people such as music, clothing, and food (K)
- describe and explain the importance of family customs and traditions (K)
- compare family customs and traditions (K)
- describe and explain the importance of various beliefs, customs, language, and traditions of families

and communities (1)

- explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities (1)
- identify the significance of various ethnic and/or cultural celebrations (2)
- compare ethnic and/or cultural celebrations (2)
- explain the significance of various ethnic and/or cultural celebrations in the local community and other communities (3)
- compare ethnic and/or cultural celebrations in the local community with other communities (3)
- identify the similarities and differences among various racial, ethnic, and religious groups in Texas (4)
- identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio (4)
- summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe (4)
- identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States (5)
- describe customs and traditions of various racial, ethnic, and religious groups in the United States (5)
- summarize the contributions of people of various racial, ethnic, and religious groups to our national identity (5)
- identify and describe common traits that define cultures and culture regions (6)
- define a multicultural society (6)
- analyze the experiences and contributions of diverse groups to multicultural societies (6)
- identify and explain examples of conflict and cooperation between and among cultures (6)
- explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations (7)
- describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture (7)
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts (7)
- identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote (7)

Culture. The student understands relationships that exist among world cultures (6.15). The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries (8.23). The student is expected to

Cultural Diffusion

- identify and describe means of cultural diffusion such as trade, travel, and war (6)
- identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development (6)
- analyze the impact of improved communication technology among cultures (6)
- identify the impact of cultural diffusion on individuals and world societies (6)
- identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration (8)
- explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs (8)
- identify ways conflicts between people from various racial, ethnic, and religious groups were addressed (8)

- analyze the contributions of people of various racial, ethnic, and religious groups to our national identity (8)
- identify the political, social, and economic contributions of women to American society (8)

Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ (6.14). The student understands the relationships among religion, philosophy, and culture (6.17). The student understands the impact of religion on the American way of life (8.25). The student is expected to

Cultural Effects on Institutions

- identify institutions basic to all societies, including government, economic, educational, and religious institutions (6)
- compare characteristics of institutions in various contemporary societies (6)
- analyze the efforts and activities institutions use to sustain themselves over time (6)
- explain the relationship among religious ideas, philosophical ideas, and cultures (6)
- explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies (6)
- trace the development of religious freedom in the United States (8)
- describe religious influences on social movements, including the impact of the first and second Great Awakenings (8)
- analyze the impact of the First Amendment guarantees of religious freedom on the American way of life (8)

Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation (3.14).The student understands the major reform movements of the 19th century (8.24). The student understands how people from various groups contribute to our national identity (US25). The student is expected to

Individuals and Groups Who Have Affected Culture

- identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes (3)
- identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains (3)
- describe and evaluate the historical development of the abolitionist movement (8)
- evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled (8)
- explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society (US)
- describe the Americanization movement to assimilate immigrants and American Indians into American culture (US)
- explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture (US)
- identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society (US)

Culture. The student understands the significance of works of art in the local community (2.15). The student understands the importance of writers and artists to the cultural heritage of communities (3.15). The student understands the relationship between the arts and the times during which they were created (5.21; 8.26; US24). The student understands the relationship that exists between the arts and the societies in which they are produced (6.16). The student is expected to

The Arts in Society

- identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)
- explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage (2)
- 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)
- explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities (3)
- identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride" (5)
- explain how examples of art, music, and literature reflect the times during which they were created (5)
- explain the relationships that exist between societies and their architecture, art, music, and literature (6)
- describe ways in which contemporary issues influence creative expressions (6)
- identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time (6)
- identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature (8)
- analyze the relationship between the arts and continuity and change in the American way of life (8)
- describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature (US)
- describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society (US)
- identify and analyze the global diffusion of American culture through various media (US)

Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives (K.13). The student understands how technology affects daily life, past and present (1.16). The student understands how science and technology have affected life, past and present (2.17). The student understands how individuals have created or invented new technology and affected life in various communities, past and present (3.16). The student understands the impact of science and technology on life in Texas (4.20). The student understands the impact of science and technology on society in the United States (5.23). The student understands the influences of science and technology on contemporary societies (6.18). The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas (7.19). The student understands the impact of science and technology on the economic development of the United States (8.27). The student understands the impact of scientific discoveries and technological innovations on daily life in the United States (8.28). The student understands the impact of science, technology, and the free enterprise

system on the economic development of the United States (US26). The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States (US27). The student is expected to

Impact of Science and Technology on Society

- identify examples of technology used in the home and school (K)
- describe how technology helps accomplish specific tasks and meet people's needs (K)
- describe how his or her life might be different without modern technology (K)
- describe how technology changes the ways families live (1)
- describe how technology changes communication, transportation, and recreation (1)
- describe how technology changes the way people work (1)
- describe how science and technology change communication, transportation, and recreation (2)
- explain how science and technology change the ways in which people meet basic needs (2)
- identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities (3)
- describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)
- predict how future scientific discoveries and technological innovations might affect life in Texas (4)
- identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program (5)
- 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)
- predict how future scientific discoveries and technological innovations could affect society in the United States (5)
- identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)
- explain how resources, economic factors, and political decisions affect the use of technology (6)
- make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations (6)
- compare types and uses of technology, past and present (7)
- analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries (7)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land (7)
- analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (7)
- explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts (8)
- analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally (8)
- analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad (8)
- compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history (8)
- identify examples of how industrialization changed life in the United States (8)
- 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 (US)

- explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine (US)
- describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics (US)
- 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 (US)
- 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 (US)

Notable Scientists and Individuals

- identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur (3)
- identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions (4)
- identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong (5)
- identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr. (7)

Technology and devices skills. The student will develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies (Pre-K.X.A).

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology (K.14; 1.17; 2.18; 3.17; 4.21; 5.24; US29). The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology (6.19). The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology (7.20; 8.29). 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 (US28). The student is expected to

Acquisition of Information Through a Variety of Sources

- open and navigate through digital learning applications and programs (Pre-K)
- use, operate, and name a variety of digital tools (Pre-K)
- use technology to access appropriate information (Pre-K)
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts (K)
- obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music (K–2)
- sequence and categorize information (K–3)
- obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts (1)
- obtain information about a topic using a variety of valid visual sources such as pictures, maps,

electronic sources, literature, reference sources, and artifacts (2)

- interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting (2)
- use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information (2–3)
- research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources (3)
- interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting (3)
- interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps (3)
- use appropriate mathematical skills to interpret social studies information such as maps and graphs (3–4; 6–8)
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas (4)
- identify different points of view about an issue, topic, historical event, or current event (4)
- organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)
- differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States (5)
- identify different points of view about an issue, topic, or current event (5)
- identify the historical context of an event (5)
- differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures (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)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (6)
- identify different points of view about an issue or current topic (6)
- differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas (7)
- 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)
- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (7)
- identify bias and points of view from the historical context surrounding an event that influenced the participants (7)
- support a point of view on a social studies issue or event (7)
- evaluate the validity of a source based on corroboration with other sources and information about the author (7)
- differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States (8)
- 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 (8)

- organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (8)
- identify bias and points of view created by the historical context surrounding an event (8)
- support a point of view on a social studies issue or event (8)
- evaluate the validity of a source based on corroboration with other sources and information about the author (8)
- create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States (8)
- pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts (8)
- analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions (US)
- 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 (US)
- apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (US)
- 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)
- identify bias and support with historical evidence a point of view on a social studies issue or event (US)

Social studies skills. The student communicates in oral and visual forms (K.15). The student communicates in oral, visual, and written forms (1.18). The student communicates in written, oral, and visual forms (2.19; 3.18; 4.22; 5.25; 6.21; 7.22; 8.30; US29). The student uses geographic tools to collect, analyze, and interpret data (6.20, 7.21). The student is expected to

Communication in a Variety of Forms

- create and interpret visuals, including pictures and maps (K)
- express ideas orally based on knowledge and experiences (K-3)
- create and interpret visual and written material (1)
- create written and visual material such as stories, poems, maps, and graphic organizers to
- express ideas (2)
- use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas (3)
- use standard grammar, spelling, sentence structure, and punctuation (3–6)
- incorporate main and supporting ideas in verbal and written communication (4–5)
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies (4–5)
- use social studies terminology correctly (4–8; US)
- express ideas orally based on research and experiences (4–5)
- answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located? (6)
- pose and answer questions about geographic distributions and patterns for various world regions and

countries shown on maps, graphs, and charts (6)

- compare various world regions and countries using data from maps, graphs, and charts (6)
- create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries (6)
- incorporate main and supporting ideas in verbal and written communication based on research (6)
- create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research (6)
- use effective written communication skills, including proper citations to avoid plagiarism (6)
- create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries (7)
- analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries (7)
- use effective written communication skills, including proper citations and avoiding plagiarism (7-8)
- create written, oral, and visual presentations of social studies information (7-8)
- create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism (US)
- create a visual representation of historical information such as thematic maps, graphs, and charts (US)
- pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (US)

Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings (K.16; 1.19; 2.20; 3.19; 4.23; 5.26). The student uses problem-solving and decision-making skills, working independently and with others (6:22, 7:23, 8:31, US.31). The student is expected to

Problem Solving, Decision-Making, and Independent Thinking Skills

- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision (K)
- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (K–5)
- use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision (1–2)
- use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision (3–5)
- use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution (6-8; US)