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SNAPSHOT

WORLD GEOGRAPHY

Process Standards (Social Studies Skills and Processes)

- WG.21 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
- WG.22 Social Studies skills.** The student communicates in written, oral, and visual forms.
- WG.23 Social Studies skills.** The student uses problem-solving and decision-making skills, working independently and with others.

Tools to Know

- WG.21(A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps
- WG.21(E) identify different points of view about an issue or current topic
- WG.22(C) use social studies terminology correctly
- WG.21(B) identify places of contemporary geopolitical significance on a map
- WG.23(B) use case studies and GIS to identify contemporary challenges and to answer real-world questions

Introduction to Physical Geography

Connected Knowledge and Skills WG.3, WG.9

- WG.4 Geography.** The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.

Readiness Standards

- WG.3(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes
- WG.4(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions
- WG.9(A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region

Supporting Standards

- WG.3(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships
- WG.3(C) describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere
- WG.4(B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development
- WG.4(C) explain the influence of climate on the distribution of biomes in different regions
- WG.9(B) describe different types of regions, including formal, functional, and perceptual regions

Introduction to Human Geography

Connected Knowledge and Skills WG.1, WG.2, WG.6, WG.8, WG.20

- WG.7 Geography.** The student understands the growth, distribution, movement, and characteristics of world population.

Readiness Standards

- WG.1(A) analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today
- WG.6(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities
- WG.7(B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration
- WG.7(C) describe trends in world population growth and distribution
- WG.8(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology
- WG.8(B) analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment

Supporting Standards

- WG.2(B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders
- WG.6(A) locate and describe human and physical features that influence the size and distribution of settlements
- WG.7(A) analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
- WG.7(D) analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture
- WG.20(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)

Culture		Connected Knowledge and Skills WG.1, WG.2, WG.5, WG.17, WG.18	
WG.16	Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions.		
Readiness Standards		Supporting Standards	
WG.1(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact	WG.16(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.16(C)	describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.17(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism
WG.16(B)	describe elements of culture, including language, religion, beliefs, institutions, and technologies	WG.17(C)	compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.17(D)	evaluate the experiences and contributions of diverse groups to multicultural societies
WG.18(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	WG.18(C)	identify examples of cultures that maintain traditional ways, including traditional economies
		WG.18(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports

Government Systems		Connected Knowledge and Skills WG.2, WG.13, WG.15, WG.18	
WG.14	Government. The student understands the processes that influence political divisions, relationships, and policies.		
Readiness Standards		Supporting Standards	
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.13(B)	compare maps ... to make inferences about the distribution of political power
WG.13(A)	interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU)	WG.15(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels
		WG.15(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
		WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism

Economic Systems		Connected Knowledge and Skills WG.8, WG.11, WG.12, WG.19, WG.20	
WG.10 Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world.			
Readiness Standards		Supporting Standards	
WG.10(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	WG.8(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	WG.10(A)	describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems
WG.12(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	WG.10(B)	classify countries along the economic spectrum between free enterprise and communism
WG.19(A)	evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment	WG.10(D)	compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones
WG.19(C)	analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	WG.11(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)
		WG.11(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries
		WG.12(B)	evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water
		WG.19(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places
		WG.20(A)	describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)
		WG.20(B)	examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development

The United States and Canada		Connected Knowledge and Skills WG.1, WG.3, WG.4, WG.5, WG.6, WG.7, WG.9, WG.10, WG.13, WG.14., WG.15, WG.16, WG.17, WG.18, WG.19	
WG.8 Geography. The student understands how people, places, and environments are connected and interdependent.			
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.4(C)	explain the influence of climate on the distribution of biomes in different regions
WG.1(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.3(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.7(D)	analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture
WG.7(B)	explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration	WG.9(B)	describe different types of regions, including formal, functional, and perceptual regions
WG.7(C)	describe trends in world population growth and distribution	WG.10(B)	classify countries along the economic spectrum between free enterprise and communism
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.13(B)	compare maps of voting patterns and political boundaries to make inferences about the distribution of political power
WG.9(A)	identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as ... the United States ...	WG.15(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels
WG.16(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion	WG.15(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
WG.17(D)	evaluate the experiences and contributions of diverse groups to multicultural societies	WG.16(B)	describe elements of culture, including language, religion, beliefs, institutions, and technologies
WG.18(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports	WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive
WG.19(A)	evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment	WG.19(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places

Latin America		Connected Knowledge and Skills WG.1, WG.2, WG.4, WG.5, WG.7, WG.10, WG.11, WG.12, WG.13, WG.14, WG.15, WG.17, WG.18, WG.20	
WG.8	Geography. The student understands how people, places, and environments are connected and interdependent.		
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.1(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact	WG.7(D)	analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.8(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.4(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	WG.11(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)
WG.7(B)	explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration	WG.11(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.12(B)	evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water
WG.8(B)	analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.10(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	WG.15(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	WG.17(D)	evaluate the experiences and contributions of diverse groups to multicultural societies
WG.12(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	WG.18(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports
WG.13(A)	interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries	WG.20(B)	examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive		
WG.18(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion		

Europe		Connected Knowledge and Skills WG.1, WG.2, WG.5, WG.6, WG.7, WG.11, WG.12, WG.14, WG.15, WG.16, WG.17, WG.18	
WG.8 Geography. The student understands how people, places, and environments are connected and interdependent.			
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.2(B)	explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.6(B)	explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	WG.7(A)	analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
WG.7(C)	describe trends in world population growth and distribution	WG.7(D)	analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	WG.8(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.12(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	WG.11(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations ... and international organizations such as the United Nations (UN) and the European Union (EU)	WG.14(A)	analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions
WG.16(B)	describe elements of culture, including language, religion, beliefs, institutions, and technologies	WG.15(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.15(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
		WG.16(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion
		WG.16(C)	describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes
		WG.17(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism
		WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism
		WG.18(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports

Russia and Central Asia		Connected Knowledge and Skills WG.1, WG.2, WG.4, WG.5, WG.6, WG.10, WG.11, WG.14, WG.16, WG.17, WG.18, WG.19	
WG.8	Geography. The student understands how people, places, and environments are connected and interdependent.		
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.4(C)	explain the influence of climate on the distribution of biomes in different regions
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.4(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.11(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.14(A)	analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions
WG.10(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.16(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion	WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.18(C)	identify examples of cultures that maintain traditional ways, including traditional economies
WG.19(A)	evaluate major technological innovations in transportation and energy used to modify the environment		
WG.19(C)	analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources		

Southwest Asia		Connected Knowledge and Skills WG.2, WG.3, WG.4, WG.5, WG.6,WG.12, WG.13, WG.14, WG.16, WG.17, WG.18, WG.19	
WG.8	Geography. The student understands how people, places, and environments are connected and interdependent.		
Readiness Standards		Supporting Standards	
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.4(C)	explain the influence of climate on the distribution of biomes in different regions
WG.3(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.12(B)	evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water
WG.12(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.13(A)	interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries	WG.16(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU)	WG.17(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism
WG.16(B)	describe elements of culture, including language, religion, beliefs, institutions, and technologies	WG.17(C)	compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism
WG.18(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion	WG.19(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places
WG.19(C)	analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources		

Sub-Saharan Africa		Connected Knowledge and Skills WG.1, WG.2, WG.3, WG.4, WG.5, WG.6, WG.7, WG.10, WG.11, WG.14, WG.17, WG.18	
WG.8	Geography. The student understands how people, places, and environments are connected and interdependent.		
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.4(C)	explain the influence of climate on the distribution of biomes in different regions
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.3(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.7(A)	analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
WG.7(C)	describe trends in world population growth and distribution	WG.8(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.11(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)
WG.10(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	WG.11(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.14(A)	analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions
		WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
		WG.17(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism
		WG.17(C)	compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities
		WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism
		WG.18(C)	identify examples of cultures that maintain traditional ways, including traditional economies

South Asia		Connected Knowledge and Skills WG.1, WG.2, WG.3, WG.4, WG.5, WG.7, WG.10, WG.11, WG.14, WG.17, WG.18	
WG.8 Geography. The student understands how people, places, and environments are connected and interdependent.			
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.4(B)	describe different landforms such as plains, mountains, and islands and the physical processes that cause their development
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.3(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes	WG.7(A)	analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
WG.4(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	WG.10(D)	compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.11(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary)
WG.7(C)	describe trends in world population growth and distribution	WG.17(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.18(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism
WG.8(B)	analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment		
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities		
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations ... and international organizations such as the United Nations (UN) ...		
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive		

East and Southeast Asia		Connected Knowledge and Skills WG.1, WG.2, WG.4, WG.5, WG.6, WG.7, WG.10, WG.11, WG.14, WG.15, WG.16, WG.17, WG.18	
WG.8 Geography. The student understands how people, places, and environments are connected and interdependent.			
Readiness Standards		Supporting Standards	
WG.1(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact	WG.4(B)	describe different landforms such as plains, mountains, and islands and the physical processes that cause their development
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.5(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index
WG.4(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate region	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.7(A)	analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
WG.6(B)	explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	WG.7(D)	analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture
WG.7(C)	describe trends in world population growth and distribution	WG.10(B)	classify countries along the economic spectrum between free enterprise and communism
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.10(D)	compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones
WG.8(B)	analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment	WG.14(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	WG.15(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive	WG.16(C)	describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes
WG.18(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion		

Oceania		Connected Knowledge and Skills WG.1, WG.2, WG.4, WG.5, WG.6, WG.10, WG.11, WG.14, WG.15, WG.17, WG.18	
WG.8	Geography. The student understands how people, places, and environments are connected and interdependent.		
Readiness Standards		Supporting Standards	
WG.1(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today	WG.4(B)	describe different landforms such as plains, mountains, and islands and the physical processes that cause their development
WG.2(A)	describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions	WG.4(C)	explain the influence of climate on the distribution of biomes in different regions
WG.4(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions	WG.6(A)	locate and describe human and physical features that influence the size and distribution of settlements
WG.5(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements	WG.8(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources
WG.6(B)	explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities	WG.11(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries
WG.8(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology	WG.15(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels
WG.8(B)	analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment	WG.15(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
WG.10(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries	WG.18(C)	identify examples of cultures that maintain traditional ways, including traditional economies
WG.11(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities	WG.18(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports
WG.14(C)	analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations ...		
WG.17(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive		
WG.18(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion		

Process Standards (Social Studies Skills and Processes)	
WG.21	Social Studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
WG.22	Social Studies skills. The student communicates in written, oral, and visual forms.
WG.23	Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others.
Ways to Show	
WG.21(C)	create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change
WG.21(D)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time
WG.22(A)	create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships
WG.22(B)	generate summaries, generalizations, and thesis statements supported by evidence
WG.22(D)	create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism
WG.23(A)	plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results
WG.23(C)	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

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

Knowledge and Skills

History

- WG.1 The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.
- WG.2 The student understands how people, places, and environments have changed over time and the effects of these changes.

Geography

- WG.3 The student understands how physical processes shape patterns in the physical environment.
- WG.4 The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.
- WG.5 The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.
- WG.6 The student understands the types, patterns, and processes of settlement.
- WG.7 The student understands the growth, distribution, movement, and characteristics of world population.
- WG.8 The student understands how people, places, and environments are connected and interdependent.
- WG.9 The student understands the concept of region as an area of Earth's surface with related geographic characteristics.

Economics

- WG.10 The student understands the distribution, characteristics, and interactions of the economic systems in the world.
- WG.11 The student understands how geography influences economic activities.
- WG.12 The student understands the economic importance of, and issues related to, the location and management of resources.

Government

- WG.13 The student understands the spatial characteristics of a variety of global political units.
- WG.14 The student understands the processes that influence political divisions, relationships, and policies.

Citizenship

- WG.15 The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels.

Culture

- WG.16 The student understands how the components of culture affect the way people live and shape the characteristics of regions.
- WG.17 The student understands the distribution, patterns, and characteristics of different cultures.
- WG.18 The student understands the ways in which cultures change and maintain continuity.

Science, technology, and society

- WG.19 The student understands the impact of technology and human modifications on the physical environment.
- WG.20 The student understands how current technology affects human interaction.



SNAPSHOT

WORLD HISTORY

Process Standards (Social Studies Skills and Processes)

- WH.28 Social Studies skills.** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- WH.30 Social Studies skills.** The student communicates in written, oral, and visual forms.

Tools to Know

- WH.28(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence
- WH.28(B) explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events
- WH.28(C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view
- WH.30(A) use social studies terminology correctly
- WH.28(D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author

Early Civilizations (8000 BC – 500 BC)

Connected Knowledge and Skills WH.1, WH.3, WH.15, WH.16, WH.18, WH.19, WH.22, WH.26

- WH.2 History.** The student understands how early civilizations developed from 8000 BC to 500 BC.

Readiness Standards

- WH.3(A) describe the major political, religious/philosophical, and cultural influences of ... Israel, ...
- WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations ...
- WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- WH.16(A) identify important changes in human life caused by the Neolithic Revolution
- WH.18(B)^ identify the characteristics of the following political systems: theocracy, ...
- WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Judaism, ...

Supporting Standards

- WH.1(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations
- WH.2(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations
- WH.2(B) identify the characteristics of civilization
- WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history
- WH.18(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations
- WH.19(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, ...
- WH.20(A)^ describe how people have participated in supporting or changing their governments
- WH.21(A)^ summarize the development of the rule of law from ancient to modern times
- WH.22(A) describe the historical origins and central ideas in the development of monotheism
- WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history
- WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
- WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
- WH.26(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, ...

Eastern Classical Civilizations (500 BC – AD 600)		Connected Knowledge and Skills WH.1, WH.2, WH.15, WH.22, WH.24, WH.26	
WH.3 History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.			
Readiness Standards		Supporting Standards	
WH.3(A)	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, ...	WH.1(B)	identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of ... Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.2(C)	explain how major river valley civilizations influenced the development of the classical civilizations
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, ... Confucianism, Hinduism, ...	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
		WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.24(A)	summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical India, ...

Western Classical Civilizations (500 BC – AD 600)		Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.21, WH.22, WH.24, WH.26	
WH.3	History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.		
Readiness Standards		Supporting Standards	
WH.3(A)	describe the major political, religious/philosophical, and cultural influences of ... Greece, and Rome	WH.1(B)	identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, ... China ...
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history	WH.3(B)	explain the impact of the fall of Rome on Western Europe
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.3(C)	compare the factors that led to the collapse of Rome and Han China
WH.18(B)^	identify the characteristics of the following political systems: ... democracy, republic, oligarchy, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.19(A)	explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome ...	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.20(C)^	identify examples of key persons who were successful in shifting political thought ...
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...	WH.21(A)^	summarize the development of the rule of law from ancient to modern times
		WH.21(B)	identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome
		WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
		WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.24(B)	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... classical Greece and Rome ...
		WH.26(E)	identify the contributions of significant scientists such as Archimedes, ... Eratosthenes, ... Pythagoras, ...

Medieval World (600 – 1450)		Connected Knowledge and Skills WH.1, WH.3, WH.18, WH.19, WH.24, WH.26	
WH.4 History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.			
Readiness Standards		Supporting Standards	
WH.4(A)	explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire	WH.1(C)	identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on ... Europe, ... and ... Asia
WH.4(B)	describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism	WH.3(B)	explain the impact of the fall of Rome on Western Europe
WH.4(C)	explain the political, economic, and social impact of Islam on Europe, Asia, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.4(F)	explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe	WH.19(B)	identify the impact of political and legal ideas contained in the following documents: ... Justinian’s Code of Laws, Magna Carta, ...
WH.4(G)	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia	WH.19(C)	explain the political philosophies of individuals such as ... Thomas Aquinas, ...
WH.4(I)	analyze how the Silk Road ... trade facilitated the spread of ideas and trade	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.21(A)^	summarize the development of the rule of law from ancient to modern times
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.18(B)^	identify the characteristics of the following political systems: ... absolute monarchy, ... limited monarchy, ...	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.23(B)^	describe the major influences of women during major eras of world history ...
WH.22(B)^	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ... Islam, ...	WH.24(D)	explain how geopolitical and religious influences have impacted law and government in the Muslim world
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 120, and China from the Tang ... dynasties

Interaction and Diffusion (600 – 1450)		Connected Knowledge and Skills WH.1, WH.15, WH.19, WH.22, WH.26	
WH.4 History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.			
Readiness Standards		Supporting Standards	
WH.4(C)	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa	WH.1(C)	identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia
WH.4(F)	explain how the Crusades, ... contributed to the end of medieval Europe	WH.4(D)	describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa
WH.4(I)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade	WH.4(E)	describe the interactions between Muslim and Hindu societies in South Asia
WH.4(J)	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world	WH.4(H)	explain the evolution and expansion of the slave trade
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ...	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.22(B)^	describe the ... spread of major religious and philosophical traditions, including Buddhism, ... Hinduism, Islam, ...	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.26(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in ... the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties

Connecting Hemispheres (1450 – 1750)

Connected Knowledge and Skills WH.1, WH.15, WH.18, WH.22, WH.26

WH.7 History. The student understands the causes and impact of increased global interaction from 1450 to 1750.

Readiness Standards	Supporting Standards
WH.7(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade WH.7(E) explain Ming China's impact on global trade WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ... WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past WH.18(B)^ identify the characteristics of the following political systems: ... absolute monarchy, ... WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...Hinduism, Islam, ... Sikhism	WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, ... WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history WH.21(A)^ summarize the development of the rule of law from ancient to modern times WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes WH.26(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred ... in China ... Ming dynasties

Expansion (1450 – 1750)

Connected Knowledge and Skills WH.1, WH.6, WH.17, WH.26

WH.7 History. The student understands the causes and impact of increased global interaction from 1450 to 1750.

Readiness Standards	Supporting Standards
WH.6(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development WH.7(A) analyze the causes of European expansion from 1450 to 1750 WH.7(B) explain the impact of the Columbian Exchange WH.7(C) explain the impact of the Atlantic slave trade on West Africa and the Americas WH.7(F) explain new economic factors and principles of Europe's Commercial Revolution WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... trade in the Indian Ocean, ... WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past WH.22(B)^ describe the ... spread of major religious and philosophical traditions, including ... Christianity, ...	WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... European exploration and the Columbian Exchange, European expansion, ... WH.6(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ... WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced WH.26(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations

Renaissance, Reformation, and Ideas (1450 – 1750)

Connected Knowledge and Skills WH.1, WH.19, WH.24, WH.26

WH.5 History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.

Readiness Standards	Supporting Standards
<p>WH.5(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance</p> <p>WH.5(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history ...</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.22(B)^ describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ... Christianity, ...</p>	<p>WH.1(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... the Renaissance and the Reformation</p> <p>WH.1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, ...</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.19(C) explain the political philosophies of individuals such ... Thomas Aquinas, John Calvin, ...</p> <p>WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history</p> <p>WH.23(B)^ describe the major influences of women during major eras of world history such as Elizabeth I, ...</p> <p>WH.24(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p> <p>WH.26(C) explain the impact of the printing press on the Renaissance ... in Europe</p> <p>WH.26(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide</p> <p>WH.26(E) identify the contributions of significant scientists such as ... Copernicus, ... Galileo, ... Isaac Newton, and Robert Boyle</p>

Political Revolutions (1750 – 1914)

Connected Knowledge and Skills WH.1, WH.18, WH.19, WH.20, WH.21

WH.9 History. The student understands the causes and effects of major political revolutions between 1750 and 1914.

Readiness Standards	Supporting Standards
<p>WH.9(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history ...</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.18(B)^ identify the characteristics of the following political systems: ... absolute monarchy, democracy, republic, ... limited monarchy, ...</p> <p>WH.19(A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution</p> <p>WH.20(B)^ describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history</p>	<p>WH.1(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Enlightenment's impact on political revolutions</p> <p>WH.9(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America</p> <p>WH.9(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar</p> <p>WH.9(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.19(B) identify the impact of political and legal ideas contained in the following documents: ... the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen</p> <p>WH.19(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, ... and William Blackstone</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, including William Wilberforce</p> <p>WH.21(B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome</p> <p>WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history</p> <p>WH.23(B)^ describe the major influences of women during major eras of world history such as ... Queen Victoria, ...</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p>

Industrialization and Imperialism (1750 – 1914)		Connected Knowledge and Skills WH.1, WH.15, WH.16, WH.17, WH.23, WH.27	
WH.8 History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.			
Readiness Standards		Supporting Standards	
WH.8(B)	identify the major political, economic, and social motivations that influenced European imperialism	WH.1(E)	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: ... the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, ...
WH.8(C)	explain the major characteristics and impact of European imperialism	WH.8(A)	explain how the Industrial Revolution led to political, economic, and social changes
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history such as ... the opening of the Panama and Suez canals	WH.8(D)	explain the effects of free enterprise in the Industrial Revolution
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.17(A)	identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith	WH.16(B)	summarize the role of economics in driving political changes as related to the Industrial Revolution
WH.17(B)	identify the historical origins and characteristics of communism, including the influence of Karl Marx	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.17(C)	identify the historical origins and characteristics of socialism	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
		WH.23(B)^	describe the major influences of women such as ... Queen Victoria, ...
		WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.27(A)	explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution
		WH.27(B)	explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism
		WH.27(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, ... and James Watt

The World Wars (1914 – Present)		Connected Knowledge and Skills WH.1, WH.17, WH.18, WH.19, WH.21, WH.27	
WH.10	History. The student understands the causes and impact of World War I.		
WH.11	History. The student understands the causes and impact of the global economic depression immediately following World War I.		
WH.12	History. The student understands the causes and impact of World War II.		
Readiness Standards		Supporting Standards	
WH.10(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I	WH.1(F)	identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions ...
WH.10(C)	explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system	WH.10(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates
WH.10(D)	identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics	WH.11(B)	explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France
WH.11(A)	summarize the international, political, and economic causes of the global depression	WH.12(B)	explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II
WH.12(A)	describe the emergence and characteristics of totalitarianism	WH.15(A)^	locate places and regions of historical significance directly related to major eras and turning points in world history
WH.12(C)	explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs	WH.19(D)	explain the significance of the League of Nations and the United Nations
WH.15(B)^	analyze the influence of human and physical geographic factors on major events in world history ...	WH.20(A)^	describe how people have participated in supporting or changing their governments
WH.15(C)^	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	WH.21(D)	identify examples of genocide, including the Holocaust and genocide in Armenia, ...
WH.17(D)	identify the historical origins and characteristics of fascism	WH.22(C)^	identify examples of religious influence on various events referenced in the major eras of world history
WH.18(B)^	identify the characteristics of the following political systems: ... totalitarianism	WH.23(A)^	describe the changing roles of women, children, and families during major eras of world history
WH.20(B)^	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history	WH.25(A)^	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
		WH.25(B)^	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes
		WH.27(C)	explain the effects of major new military technologies on World War I, World War II, ...
		WH.27(E)	identify the contributions of significant scientists and inventors such as ... Albert Einstein, ...

The Cold War and Global Independence Movements (1914 – Present)

Connected Knowledge and Skills WH.1, WH.17, WH.21, WH.23, WH.24, WH.27

WH.13 History. The student understands the impact of major events associated with the Cold War and independence movements.

Readiness Standards	Supporting Standards
<p>WH.13(A) summarize how the outcome of World War II contributed to the development of the Cold War</p> <p>WH.13(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise</p> <p>WH.13(C) identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race</p> <p>WH.13(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts</p> <p>WH.15(B)^ analyze the influence of human and physical geographic factors on major events in world history such as ... the opening of the ... Suez canal</p> <p>WH.15(C)^ interpret maps, charts, and graphs to explain how geography has influenced people and events in the past</p> <p>WH.20(B)^ describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history</p>	<p>WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... communist revolutions and their impact on the Cold War; independence movements; ...</p> <p>WH.13(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.17(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ...</p> <p>WH.21(C) identify examples of politically motivated mass murders in ... China, ... the Soviet Union, ...</p> <p>WH.21(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, ... and Chinese student protestors in Tiananmen Square</p> <p>WH.23(B)^ describe the major influences of women such as ... Indira Gandhi, Margaret Thatcher ...</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.27(C) explain the effects of major new military technologies on ... the Cold War</p>

Contemporary and Interdependent World (1914 – Present)

Connected Knowledge and Skills WH.1, WH.16, WH.19, WH.21, WH.23, WH.24, WH.27

WH.13 History. The student understands the impact of major events associated with the Cold War and independence movements.

WH.14 History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century.

Readiness Standards	Supporting Standards
	<p>WH.1(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: ... globalization</p> <p>WH.13(F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations</p> <p>WH.14(A) explain the impact of geopolitical influences on the development of radical Islamic terrorism</p> <p>WH.14(B) explain the impact of radical Islamic terrorism on global events</p> <p>WH.14(C) explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism</p> <p>WH.15(A)^ locate places and regions of historical significance directly related to major eras and turning points in world history</p> <p>WH.16(C) describe the economic impact of globalization</p> <p>WH.19(D) explain the significance of ... the United Nations</p> <p>WH.20(A)^ describe how people have participated in supporting or changing their governments</p> <p>WH.20(C)^ identify examples of key persons who were successful in shifting political thought, ...</p> <p>WH.21(C) identify examples of politically motivated mass murders in Cambodia, ... Latin America, ...</p> <p>WH.21(D) identify examples of genocide, including ... genocide in Armenia, the Balkans, Rwanda, and Darfur</p> <p>WH.21(E) identify examples of individuals who led resistance to political oppression such as ... Las Madres de la Plaza de Mayo, ...</p> <p>WH.21(F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world</p> <p>WH.22(C)^ identify examples of religious influence on various events referenced in the major eras of world history</p> <p>WH.23(A)^ describe the changing roles of women, children, and families during major eras of world history</p> <p>WH.23(B)^ describe the major influences of women such as ... Mother Teresa, ... and Golda Meir</p> <p>WH.24(D) explain how geopolitical and religious influences have impacted law and government in the Muslim world</p> <p>WH.25(A)^ analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced</p> <p>WH.25(B)^ describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes</p> <p>WH.27(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society</p>

Process Standards (Social Studies Skills and Processes)

- WH.28 Social Studies skills.** The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
- WH.29 Social studies skills.** The student uses geographic skills and tools to collect, analyze, and interpret data.
- WH.30 Social Studies skills.** The student communicates in written, oral, and visual forms.
- WH.31 Social Studies skills.** The student uses problem-solving and decision-making skills, working independently and with others.

Ways to Show

- WH.28(E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time
- WH.29(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation
- WH.29(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models
- WH.28(F) construct a thesis on a social studies issue or event supported by evidence
- WH.30(B) use effective written communication skills, including proper citations and avoiding plagiarism
- WH.30(C) interpret and create written, oral, and visual presentations of social studies information
- WH.31(A) 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

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

Knowledge and Skills

History

- WH.1 The student understands traditional historical points of reference in world history.
- WH.2 The student understands how early civilizations developed from 8000 BC to 500 BC.
- WH.3 The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.
- WH.4 The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.
- WH.5 The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.
- WH.6 The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations.
- WH.7 The student understands the causes and impact of increased global interaction from 1450 to 1750.
- WH.8 The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914.
- WH.9 The student understands the causes and effects of major political revolutions between 1750 and 1914.
- WH.10 The student understands the causes and impact of World War I.
- WH.11 The student understands the causes and impact of the global economic depression immediately following World War I.
- WH.12 The student understands the causes and impact of World War II.
- WH.13 The student understands the impact of major events associated with the Cold War and independence movements.
- WH.14 The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century.

Geography

- WH.15 The student understands the impact of geographic factors on major historic events and processes.

Economics

- WH.16 The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.
- WH.17 The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.

Government

- WH.18 The student understands the characteristics of major political systems throughout history.
- WH.19 The student understands how contemporary political systems have developed from earlier systems of government.

Citizenship

- WH.20 The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.
- WH.21 The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship.

Culture

- WH.22 The student understands the history and relevance of major religious and philosophical traditions.
- WH.23 The student understands the roles of women, children, and families in different historical cultures.
- WH.24 The student understands how the development of ideas has influenced institutions and societies.
- WH.25 The student understands the relationship between the arts and the times during which they were created.

Science, technology, and society

- WH.26 The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.
- WH.27 The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present.

Spiral Standards

Political

- WH.18(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism
- WH.20(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history
- WH.20(A) describe how people have participated in supporting or changing their governments
- WH.20(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce
- WH.21(A) summarize the development of the rule of law from ancient to modern times

Geographic

- WH.15(B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals
- WH.15(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- WH.15(A) locate places and regions of historical significance directly related to major eras and turning points in world history

Social

- WH.22(B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism
- WH.22(C) identify examples of religious influence on various events referenced in the major eras of world history
- WH.23(A) describe the changing roles of women, children, and families during major eras of world history
- WH.23(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir
- WH.25(A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced
- WH.25(B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes



SNAPSHOT

US HISTORY

Process Standards (Social Studies Skills and Processes)

US.28 Social Studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

US.29 Social Studies skills. The student communicates in written, oral, and visual forms.

STAAR	Tools to Know
≥ 30% of items will be dual coded	US.28(A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions
	US.28(D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context
	US.29(B) use social studies terminology correctly
	US.28(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence
	US.28(E) identify bias and support with historical evidence a point of view on a social studies issue or event

Gilded Age

Connected Knowledge and Skills US.5, US.15, US.23, US.25, US.26

US.3 History. The student understands the political, economic, and social changes in the United States from 1877 to 1898.

STAAR	Readiness Standards	Supporting Standards
5-8 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.5(B) evaluate the impact of ... reform leaders such as ... Jane Addams ... on American society
	US.3(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform	US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century
	US.3(B) 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.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, ... immigration quotas
	US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization	US.23(A)^ evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, ...
	US.12(A)^ analyze the impact of physical and human geographic factors on the Klondike Gold Rush, ...	US.24(A)^ describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature
	US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, ...	US.25(B) describe the Americanization movement to assimilate immigrants and American Indians into American culture
	US.13(B)^ analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	US.25(D)^ identify the contributions of women ... to American society
	US.14(A)^ identify the effects of population growth and distribution on the physical environment	
	US.15(B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act ...	
	US.24(B)^ describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, ...	
	US.25(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture	
	US.26(A)^ explain the effects of scientific discoveries and technological innovations such as electric power, telephone ... petroleum-based products, steel production, ... on the economic development of the United States	
	US.27(A)^ analyze how ... technological innovations, ... 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	

Progressive Era		Connected Knowledge and Skills US.6, US.9, US.14, US.15, US.21, US.22	
US.5 History. The student understands the effects of reform and third-party movements in the early 20th century.			
STAAR	Readiness Standards	Supporting Standards	
4-8 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.1(A)^ 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.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments	US.5(B) evaluate the impact of ... reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society	
	US.6(A) analyze the causes and effects of events and social issues such as ... the changing role of women	US.5(C) analyze the impact of third parties, including the Populist and Progressive parties	
	US.9(A) 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.14(B) 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.13(B)^ analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	US.20(B)^ explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present	
	US.15(B) describe the changing relationship between the federal government and private business, including ... Pure Food and Drug Act	US.21(A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire	
	US.22(A)^ identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution	US.22(B) evaluate various means of achieving equality of political rights, including the 19th ... amendments ...	
	US.25(A)^ explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society	US.22(C)^ explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility	
	US.25(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture	US.22(D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States	
		US.25(D)^ identify the contributions of women ... to American society	

Rise of a World Power			Connected Knowledge and Skills US.2, US.15, US.21, US.23		
US.4 History. The student understands the emergence of the United States as a world power between 1898 and 1920.					
STAAR	Readiness Standards			Supporting Standards	
5-6 items	US.4(A)	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.2(B)^	explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I) ...
	US.4(C)	identify the causes of World War I and reasons for U.S. entry		US.4(B)	evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico
	US.4(F)	analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles		US.4(D)	understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest
	US.12(A)^	analyze the impact of physical and human geographic factors on the ... Panama Canal, ...		US.4(E)	analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front
	US.15(D)	describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States		US.15(C)	explain how foreign policies affected economic issues such as ... the Open Door Policy, Dollar Diplomacy, ...
	US.18(B)^	explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, ...		US.21(B)	describe how American values are different and unique from those of other nations
			US.23(B)	explain the importance of Congressional Medal of Honor recipients such as ... Army Corporal Alvin York, ...	
			US.26(B)^	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine	

Roaring Twenties		Connected Knowledge and Skills US.5, US.15, US.16, US.18, US.24, US.26	
US.6 History. The student understands significant events, social issues, and individuals of the 1920s.			
STAAR	Readiness Standards	Supporting Standards	
4-6 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.6(B)	analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh
	US.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments	US.15(C)	explain how foreign policies affected economic issues such as ... immigration quotas
	US.6(A) 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.16(A)	analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies
	US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including ... rural to urban, the Great Migration, ...	US.18(C)	describe the effects of political scandals, including Teapot Dome, ... on the views of U.S. citizens concerning trust in the federal government and its leaders
	US.24(B)^ describe the impacts of cultural movements in art, music, and literature such ... the Harlem Renaissance, ... on American society	US.20(B)^	explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present
	US.25(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture	US.24(A)^	describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature
	US.26(A)^ explain the effects of scientific discoveries and technological innovations such as electric power, telephone and ... steel production, ... on the economic development of the United States	US.26(C)	describe the effect of technological innovations in the workplace such as assembly line manufacturing ...
	US.27(A)^ analyze how scientific discoveries, technological innovations, ... 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		

Great Depression/New Deal		Connected Knowledge and Skills US.2, US.12, US.18, US.19	
US.16 Economics. The student understands significant economic developments between World War I and World War II.			
STAAR	Readiness Standards	Supporting Standards	
5-6 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.1(A)^ 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.12(A)^ analyze the impact of physical and human geographic factors on ... the Dust Bowl, ...	US.2(B)^ explain the significance of the following years as turning points: 1929 (the Great Depression begins) ...	
	US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, ...	US.16(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression	
	US.14(A)^ identify the effects of population growth and distribution on the physical environment	US.16(E) 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.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System	US.20(B)^ explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present	
	US.16(C) 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.23(A)^ evaluate the contributions of significant political and social leaders in the United States ...	
	US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government	US.24(A)^ describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature	
	US.18(B)^ explain constitutional issues raised by federal government policy changes during times of significant events, including ... the Great Depression, ...	US.25(D)^ identify the contributions of women such as ... Eleanor Roosevelt, ... to American society	
	US.19(B) 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 ...		
	US.22(A)^ identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution		
	US.24(B)^ describe the impacts of cultural movements in art, music, and literature such as ... country and western music on American society		

World War II		Connected Knowledge and Skills US.2, US.15, US.17, US.23	
US.7	History. The student understands the domestic and international impact of U.S. participation in World War II.		
STAAR	Readiness Standards	Supporting Standards	
4-5 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.2(B)^ explain the significance of the following years as turning points: 1939-1945 (World War II) ...	
	US.7(A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor	US.7(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies	
	US.7(C) analyze major issues of World War II, including the Holocaust; the internment of Japanese Americans as a result of Executive Order 9066; and the development of atomic weapons	US.7(E) describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz	
	US.7(D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps	US.7(F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities	
	US.13(B)^ analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	US.7(G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers	
	US.15(D) describe the economic effects of international military conflicts, ... on the United States	US.23(B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, ...	
	US.17(A) 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.24(A)^ describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature	
	US.18(B)^ explain constitutional issues raised by federal government policy changes during times of significant events, including ... World War II, ...	US.26(B)^ explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine	
	US.22(A)^ identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution		
	US.25(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		
	US.26(A)^ explain the effects of scientific discoveries and technological innovations ... on the economic development of the United States		

Early Cold War		Connected Knowledge and Skills US.1, US.2, US.17, US.24, US.26	
US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.			
STAAR	Readiness Standards	Supporting Standards	
5-8 items	US.2(A)^ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.1(C)	discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”
	US.8(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy’s role in the Cuban Missile Crisis	US.2(B)^	explain the significance of the following years as turning points: 1957 (Sputnik launch ignites U.S.-Soviet space race) ...
	US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy	US.8(B)	describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race
	US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including ... rural to urban, ... and the Rust Belt to the Sun Belt	US.17(C)	describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s
	US.14(A)^ identify the effects of population growth and distribution on the physical environment	US.24(A)^	describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature
	US.17(B) 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.24(C)^	identify and analyze the global diffusion of American culture through various media
	US.24(B)^ describe the impacts of cultural movements in art, music, and literature such as ... the Beat Generation, rock and roll, ...	US.26(B)^	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine
	US.26(A)^ explain the effects of scientific discoveries and technological innovations such as ... satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States		

Vietnam and the 1960s			Connected Knowledge and Skills US.2, US.19, US.20, US.22, US.23		
US.8 History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.					
STAAR		Readiness Standards		Supporting Standards	
2-4 items	US.2(A)^	identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics	US.1(A)^	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.8(D)	explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War	US.1(B)^	analyze and evaluate the application of these founding principles to historical events in U.S. history	
	US.8(F)	describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement	US.2(B)^	explain the significance of the following years as turning points: 1969 (U.S. lands on the moon) ...	
	US.18(B)^	explain constitutional issues raised by federal government policy changes during times of significant events, including ... the 1960s, ...	US.8(E)	analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon	
	US.20(A)	analyze the effects of landmark U.S. Supreme Court decisions, including ... Tinker v. Des Moines ...	US.19(A)	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.22(A)^	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution	US.20(B)^	explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present	
	US.24(B)^	describe the impacts of cultural movements in art, music, and literature such as ... rock and roll, the Chicano Mural Movement, ... on American society	US.22(B)	evaluate various means of achieving equality of political rights, including the ... 26th amendment ...	
			US.23(B)	explain the importance of Congressional Medal of Honor recipients such as ... Army Master Sergeant Raul “Roy” Perez Benavidez	
		US.24(A)^	describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature		

Civil Rights		Connected Knowledge and Skills US.1, US.2, US.17, US.20, US.22, US.23	
US.9 History. The student understands the impact of the American civil rights movement.			
STAAR	Readiness Standards	Supporting Standards	
4-9 items	US.9(A) 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.1(A)^ 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.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting	US.1(B)^ analyze and evaluate the application of these founding principles to historical events in U.S. history	
	US.9(G) 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.2(B)^ explain the significance of the following years as turning points: 1968 (Martin Luther King Jr. assassination) ...	
	US.9(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process	US.9(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights	
	US.20(A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas ... and Wisconsin v. Yoder	US.9(D) 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.22(A)^ identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution	US.9(E) compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.	
	US.25(A)^ explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society	US.9(F) 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.25(C)^ explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture	US.9(H) explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo	
		US.9(J) 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.17(D) 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.20(B)^ explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present	
		US.22(B) evaluate various means of achieving equality of political rights, including the ... 24th ... amendment ...	
		US.22(C)^ explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility	
		US.23(A)^ evaluate the contributions of significant political and social leaders in the United States such as ... Thurgood Marshall, ...	
		US.25(D)^ identify the contributions of women such as Rosa Parks, ... to American society	

1970s – End of the Cold War		Connected Knowledge and Skills US.2, US.11, US.14, US.17, US.18, US.23, US.24, US.26, US.27	
US.10 History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.			
STAAR	Readiness Standards	Supporting Standards	
4-8 items	US.10(C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair	US.2(B)^ explain the significance of the following years as turning points: 1991 (Cold War ends) ...	
	US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War ...	US.10(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente	
	US.14(A)^ identify the effects of population growth and distribution on the physical environment	US.10(B) describe Ronald Reagan's leadership in domestic and international policies, including Regan's economic policies and Peace Through Strength	
	US.17(E) 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,	US.10(D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority	
	US.26(A)^ explain the effects of scientific discoveries and technological innovations such as ... telephone and satellite communications, petroleum-based products, ... and computers on the economic development of the United States	US.10(E) describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic	
	US.27(A)^ analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication	US.11(B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum	
		US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of... the Environmental Protection Agency (EPA), and the Endangered Species Act	
		US.17(D) 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.18(C) describe the effects of political scandals, including ..., Watergate, ..., on the views of U.S. citizens concerning trust in the federal government and its leaders	
		US.18(D) describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, ...	

1990s – 21st Century		Connected Knowledge and Skills US.2, US.12, US.17, US.18, US.19, US.23, US.24, US.25, US.27		
US.11 History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.				
STAAR	Readiness Standards	Supporting Standards		
7-9 items	US.11(A) describe U.S. involvement in world affairs, including ... the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror	US.2(B)^	explain the significance of the following years as turning points: 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)	
	US.12(A)^ analyze the impact of physical and human geographic factors on ... the levee failure in New Orleans after Hurricane Katrina	US.11(B)	identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum	
	US.12(A)^ analyze the impact of physical and human geographic factors on ... the levee failure in New Orleans after Hurricane Katrina	US.11(C)	analyze the impact of third parties on the 1992 and 2000 presidential elections	
	US.13(A)^ analyze the causes and effects of changing demographic patterns resulting from migration within the United States, ...	US.11(D)	identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy	
	US.13(B)^ analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	US.14(B)	identify the roles of governmental entities and private citizens in managing the environment ...	
	US.14(A)^ identify the effects of population growth and distribution on the physical environment	US.18(C)	describe the effects of political scandals, including ... Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders	
	US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as ... the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)	US.18(D)	describe the role of contemporary government legislation in the private and public sectors such as ... USA PATRIOT ACT of 2001, and the American Recovery and Reinvestment Act of 2009	
	US.18(B)^ explain constitutional issues raised by federal government policy changes during times of significant events, including ... September 11, 2001	US.22(C)^	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility	
	US.19(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including ... the presidential election of 2000	US.23(A)^	evaluate the contributions of significant political and social leaders in the United States such as ... Billy Graham, ... Sandra Day O’Connor, and Hillary Clinton	
	US.25(C)^ explain how the contributions of people of various racial, ethnic, gender and religious groups shape American culture	US.24(C)^	identify and analyze global diffusion of American culture through various media	
	US.26(A)^ explain the effects of scientific discoveries and technological innovations such as ... telephone and satellite communications, petroleum-based products, ... and computers on the economic development of the United States	US.25(D)^	identify the contributions of women such as ... Sonia Sotomayor to American society	
	US.27(A)^ analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication	US.26(B)^	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine	
			US.26(C)	describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics
			US.27(B)	describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products

Process Standards (Social Studies Skills and Processes)		
US.28	Social Studies skills.	The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.
US.29	Social Studies skills.	The student communicates in written, oral, and visual forms.
US.30	Social Studies skills.	The student uses geographic tools to collect, analyze, and interpret data.
US.31	Social Studies skills.	The student uses problem-solving and decision-making skills, working independently and with others.
STAAR	Ways to Show	
≥ 30% of items will be dual coded	US.28(B)	analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions
	US.30(B)	pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases
	US.29(A)	create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism
	US.30(A)	create a visual representation of historical information such as thematic maps, graphs, and charts
	US.31(A)	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
68 items	41-44 questions from Readiness Standards	24-27 questions from Supporting Standards

NOTE: The classification of standards on this Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.

Knowledge and Skills	
History	
US.1	The student understands the principles included in the Celebrate Freedom Week program.
US.2	The student understands traditional historical points of reference in U.S. history from 1877 to the present.
US.3	The student understands the political, economic, and social changes in the United States from 1877 to 1898.
US.4	The student understands the emergence of the United States as a world power between 1898 and 1920.
US.5	The student understands the effects of reform and third-party movements in the early 20th century.
US.6	The student understands significant events, social issues, and individuals of the 1920s.
US.7	The student understands the domestic and international impact of U.S. participation in World War II.
US.8	The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.
US.9	The student understands the impact of the American civil rights movement.
US.10	The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.
US.11	The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.
Geography	
US.12	The student understands the impact of geographic factors on major events.
US.13	The student understands the causes and effects of migration and immigration on American society.
US.14	The student understands the relationship between population growth and the physical environment.
Economics	
US.15	The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
US.16	The student understands significant economic developments between World War I and World War II.
US.17	The student understands the economic effects of government policies from World War II through the present.
Government	
US.18	The student understands changes over time in the role of government.
US.19	The student understands the changing relationships among the three branches of the federal government.
US.20	The student understands the impact of constitutional issues on American society.
Citizenship	
US.21	The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville.
US.22	The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights.
US.23	The student understands the importance of effective leadership in a constitutional republic.
Culture	
US.24	The student understands the relationship between the arts and the times during which they were created.
US.25	The student understands how people from various groups contribute to our national identity.
Science, technology, and society	
US.26	The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.
US.27	The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.

Spiral Standards	
Historical Points of Reference	
US.2(A)	identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics
US.2(B)	explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (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)
Political	
US.18(B)	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.22(A)	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution
US.1(A)	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.1(B)	analyze and evaluate the application of these founding principles to historical events in U.S. history
US.20(B)	explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present
US.22(C)	explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility
US.23(A)	evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton
Economic	
US.25(A)	explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society
US.26(A)	explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States
US.27(A)	analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication
US.26(B)	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine
Geographic	
US.12(A)	analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina
US.13(A)	analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt
US.13(B)	analyze the causes and effects of changing demographic patterns resulting from immigration to the United States
US.14(A)	identify the effects of population growth and distribution on the physical environment
Social	
US.24(B)	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.25(C)	explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture
US.24(A)	describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature
US.24(C)	identify and analyze the global diffusion of American culture through various media
US.25(D)	identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society



SNAPSHOT

US GOVERNMENT

Process Standards (Social Studies Skills and Processes)		
USG.19	Social Studies skills.	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
USG.20	Social Studies skills.	The student communicates in written, oral, and visual forms.
STAAR	Tools to Know	
highlighted Process Standards support U.S. History STAAR EOC	USG.19(D)	analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference
	USG.19(E)	evaluate government data using charts, tables, graphs, and maps
	USG.20(A)	use social studies terminology correctly

History		
USG.1	History.	The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents.
USG.2	History.	The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present.
Readiness Standards		Supporting Standards
USG.1(A)	explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government	USG.1(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu
USG.1(B)	identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals	USG.1(D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government
USG.2(A)	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy	USG.1(E) analyze debates and compromises that impacted the creation of the founding documents
USG.2(B)	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present	USG.1(F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan

Geography and Culture		
USG.3	Geography.	The student understands how geography can influence U.S. political districts and policies.
USG.16	Culture.	The student understands the relationship between government policies and the culture of the United States.
Readiness Standards		Supporting Standards
USG.3(A)	explain how population shifts affect voting patterns	USG.3(C) explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr
USG.3(B)	examine political boundaries to make inferences regarding the distribution of political power	USG.16(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger
		USG.16(B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration

Government

- USG.6 Government.** The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant.
- USG.7 Government.** The student understands the structure and functions of the government created by the U.S. Constitution.
- USG.8 Government.** The student understands the concept of federalism.
- USG.9 Government.** The student understands the processes for filling public offices in the U.S. system of government.
- USG.10 Government.** The student understands the role of political parties in the U.S. system of government.
- USG.11 Government.** The student understands the similarities and differences that exist among the U.S. system of government and other political systems.

Readiness Standards		Supporting Standards	
USG.6(A)	explain the importance of a written constitution	USG.6(B)	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution
USG.6(D)	evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	USG.6(C)	analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government
USG.7(A)	analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws	USG.6(F)	identify how the Declaration of Independence and the U.S. Constitution
USG.7(B)	analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments	USG.6(E)	describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government
USG.7(C)	analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review	USG.7(D)	continue to shape American beliefs and principles in the United States today
USG.7(E)	explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government	USG.7(F)	identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC)
USG.7(H)	compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system	USG.7(G)	analyze selected issues raised by judicial activism and judicial restraint
USG.8(A)	explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system	USG.8(C)	explain the major responsibilities of the federal government for domestic and foreign policy such as national defense
USG.8(B)	categorize government powers as national, state, or shared	USG.9(A)	analyze historical and contemporary conflicts over the respective roles of national and state governments
USG.8(D)	explain how the U.S. Constitution limits the power of national and state governments	USG.9(B)	identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels
USG.10(A)	analyze the functions of political parties and their role in the electoral process at local, state, and national levels	USG.9(C)	explain the process of electing the president of the United States and analyze the Electoral College
USG.10(B)	explain the two-party system and evaluate the role of third parties in the United States	USG.11(B)	analyze the impact of the passage of the 17th Amendment
USG.11(A)	compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics		analyze advantages and disadvantages of presidential and parliamentary systems of government

Citizenship

- USG.12 Citizenship.** The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights.
- USG.13 Citizenship.** The student understands the difference between personal and civic responsibilities.
- USG.14 Citizenship.** The student understands the importance of voluntary individual participation in the U.S. constitutional republic.
- USG.15 Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic.

Readiness Standards		Supporting Standards	
USG.12(A)	explain the roles of limited government and the rule of law in the protection of individual rights	USG.12(D)	analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state
USG.12(B)	identify and define the unalienable rights	USG.12(E)	analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade
USG.12(C)	identify the freedoms and rights protected and secured by each amendment in the Bill of Rights	USG.12(G)	recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism
USG.12(F)	explain the importance of due process rights to the protection of individual rights and in limiting the powers of government	USG.13(A)	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good
USG.13(B)	explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good	USG.14(B)	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity
USG.13(C)	describe the voter registration process and the criteria for voting in elections	USG.14(C)	describe the factors that influence an individual's political attitudes and actions
USG.14(A)	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels	USG.15(A)	analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues
		USG.15(B)	analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms

Economics and Science, Technology, and Society

- USG.4 Economics.** The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system.
- USG.5 Economics.** The student understands the relationship between U.S. government policies and the economy.
- USG.17 Science, technology, and society.** The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations.
- USG.18 Science, technology, and society.** The student understands the impact of advances in science and technology on government.

Readiness Standards		Supporting Standards	
USG.4(A)	explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels	USG.4(C)	explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise
USG.4(B)	compare the role of government in the U.S. free enterprise system and other economic systems	USG.5(A)	analyze how economic and natural resources influence U.S. foreign policy
USG.5(B)	describe the roles of the executive and legislative branches in setting international trade and fiscal policies	USG.17(B)	identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies
USG.17(A)	explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship	USG.18(A)	describe the potential impact of recent scientific discoveries and technological innovations on government policy
		USG.18(B)	evaluate the impact of the Internet and other electronic information on the political process

Process Standards (Social Studies Skills and Processes)		
USG.19	Social Studies skills.	The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
USG.20	Social Studies skills.	The student communicates in written, oral, and visual forms.
USG.21	Social Studies skills.	The student uses problem-solving and decision-making skills, working independently and with others.
STAAR	Tools to Know	
highlighted Process Standards support U.S. History STAAR EOC	USG.19(A)	analyze economic 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
	USG.19(C)	analyze and defend a point of view on a current political issue
	USG.19(B)	create a product on a contemporary government issue or topic using critical methods of inquiry
	USG.20(B)	create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism
	USG.21(A)	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

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SNAPSHOT

ECONOMICS

Process Standards (Social Studies Skills and Processes)

- E.21 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
- E.22 Social Studies skills.** The student communicates in written, oral, and visual forms.

STAAR	Tools to Know
highlighted Process Standards support U.S. History STAAR EOC	<p>E.21(D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference</p> <p>E.21(E) evaluate economic data using charts, tables, graphs, and maps</p> <p>E.22(A) use social studies terminology correctly</p>

Economics

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| <p>E.1 Economics. The student understands the concepts of scarcity and opportunity costs.</p> <p>E.2 Economics. The student understands the interaction of supply, demand, and price.</p> <p>E.3 Economics. The student understands the reasons for international trade and its importance to the United States and the global economy.</p> <p>E.4 Economics. The student understands free enterprise, socialist, and communist economic systems.</p> <p>E.5 Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system.</p> <p>E.6 Economics. The student understands the right to own, use, and dispose of private property.</p> <p>E.7 Economics. The student understands the circular-flow model of the economy.</p> | <p>E.8 Economics. The student understands types of market structures.</p> <p>E.9 Economics. The student understands key economic measurements.</p> <p>E.10 Economics. The student understands key components of economic growth.</p> <p>E.11 Economics. The student understands the role of money in an economy.</p> <p>E.12 Economics. The student understands the role of the Federal Reserve System in establishing monetary policy.</p> <p>E.13 Economics. The student understands the role that the government plays in the U.S. free enterprise system.</p> <p>E.14 Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels.</p> |
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Readiness Standards	Supporting Standards
<p>E.1(A) explain why scarcity and choice are basic economic problems faced by every society</p> <p>E.1(B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce</p> <p>E.1(C) describe the economic factors of production: land, labor, capital, and entrepreneurship</p> <p>E.2(A) understand the effect of changes in price on the quantity demanded and quantity supplied</p> <p>E.3(A) apply the concepts of absolute and comparative advantages</p> <p>E.4(A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government</p> <p>E.5(A) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth</p> <p>E.6(A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property</p> <p>E.7(A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model</p> <p>E.8(A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly</p> <p>E.9(A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation</p> <p>E.9(B) analyze business cycles using key economic indicators</p> <p>E.11(A) describe the functions of money</p> <p>E.12(A) explain the structure of the Federal Reserve System</p> <p>E.13(A) describe the role of government in the U.S. free enterprise system and the changes in that role over time</p> <p>E.14(A) identify types of taxes at the local, state, and national levels and the economic importance of each</p>	<p>E.1(D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity</p> <p>E.2(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price</p> <p>E.2(C) interpret a supply-and-demand graph using supply-and-demand schedules</p> <p>E.3(B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade</p> <p>E.3(C) analyze the effects of changes in exchange rates on imports and exports</p> <p>E.4(B) contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems</p> <p>E.4(C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system</p> <p>E.5(B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy</p> <p>E.6(B) identify and evaluate examples of restrictions that the government places on the use of business and individual property</p> <p>E.7(B) explain how government actions affect the circular-flow model</p> <p>E.8(B) identify regulations that apply to the establishment and operation of various types of market structures</p> <p>E.10(A) analyze how productivity relates to growth</p> <p>E.10(B) analyze how technology relates to growth</p> <p>E.10(C) analyze how trade relates to growth</p> <p>E.11(B) describe the characteristics of money, including commodity money, fiat money, and representative money</p> <p>E.11(C) analyze the positive and negative aspects of barter, currency, and debit cards</p> <p>E.12(B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations</p> <p>E.12(C) explain how the actions of the Federal Reserve System affect the nation's money supply</p> <p>E.12(D) describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971</p> <p>E.13(B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency</p> <p>E.14(B) explain the categories of revenues and expenditures in the U.S. federal budget</p> <p>E.14(C) analyze the impact of fiscal policy decisions on the economy</p>

Personal Financial Literacy

- E.15 Personal Financial Literacy.** The student understands types of business ownership.
- E.16 Personal Financial Literacy.** The student understands the role of financial markets/institutions in saving, borrowing, and capital formation.
- E.17 Personal Financial Literacy.** The student understands the role of individuals in financial markets.
- E.18 Personal Financial Literacy.** The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions.
- E.19 Personal Financial Literacy.** The student understands how to provide for basic needs while living within a budget.
- E.20 Personal Financial Literacy.** The student understands the various methods available to pay for college and other postsecondary education and training.

Readiness Standards		Supporting Standards	
E.15(A)	explain the characteristics of sole proprietorships, partnerships, and corporations	E.15(B)	analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations
E.16(A)	explain the functions of financial institutions and how they affect households and businesses	E.16(B)	explain how the amount of savings in an economy is the basis of capital formation
E.17(B)	explain how to begin a savings program	E.16(C)	analyze the role of interest and risk in allocating savings to its most productive use
E.17(C)	demonstrate how to maintain a checking account, including reconciling a bank statement	E.16(D)	examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts
E.18(A)	examine ways to avoid and eliminate credit card debt	E.17(A)	assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan
E.19(A)	evaluate the costs and benefits of renting a home versus buying a home	E.17(D)	identify the types of loans available to consumers
E.20(A)	understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education	E.17(E)	explain the responsibilities and obligations of borrowing money
E.20(B)	research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations	E.17(F)	develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
		E.18(B)	evaluate the costs and benefits of declaring personal bankruptcy
		E.18(C)	evaluate the costs and benefits of buying insurance
		E.18(D)	evaluate the costs and benefits of charitable giving
		E.19(B)	assess the financial aspects of making the transition from renting to home ownership
		E.20(C)	analyze and compare student grant options
		E.20(D)	analyze and compare student loan options, including private and federal loans
		E.20(E)	research and evaluate various work-study program opportunities

Process Standards (Social Studies Skills and Processes)

- E.21 Social Studies skills.** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.
- E.22 Social Studies skills.** The student communicates in written, oral, and visual forms.
- E.23 Social Studies skills.** The student uses problem-solving and decision-making skills, working independently and with others.

STAAR	Tools to Know	
highlighted Process Standards support U.S. History STAAR EOC	E.21(A)	analyze economic 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
	E.21(C)	explain a point of view on an economic issue
	E.21(B)	create economic models, including production-possibilities curves, circular-flow charts and supply-and-demand graphs, to analyze economic concepts or issues
	E.22(B)	create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism
	E.23(A)	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

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