

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU the concepts of time and chronology	TEK: 1 - TSU the historical significance of land-marks and celebrations in the community, state, and nation 2 - TSU the concepts of time and chronology	TEK: 1 – TSU the origins of customs, holidays, and celebrations 3 – TSU the concepts of time & chronology	TEK: 1 – TSU that holidays are celebrations of special events
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
<p>3A Use vocabulary related to chronology, including past, present, and future times</p> <p>3C Apply the terms year, decade, and century to describe historical times</p>	<p>1A Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving</p> <p>1B Identify and explain the significance of various community, state, and national landmarks such as monuments & government buildings</p> <p>2A Describe the order of events by using designations of time periods such as historical and present times</p> <p>2B Apply vocabulary related to chronology, including past, present, and future</p>	<p>1A Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day</p> <p>1B Compare the observance of holidays and celebrations, past and present</p> <p>3A Distinguish among past, present, and future</p> <p>3B Describe and measure calendar time by days, weeks, months, and years</p>	<p>1A Explain the reasons for national patriotic holidays such as Presidents’ Day, Veterans Day, and Independence Day</p> <p>1B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</p> <p>3B Use vocabulary related to time and chronology, incl. before, after, next, first, last, yesterday, today, and tomorrow</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: TSU the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration	TEK: TSU understands the concepts of time and chronology
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE:	1A Explain the possible origins of Am. Indian groups in Texas and North America 1B Identify Am. Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano	3B Create and interpret timelines
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU understands the concepts of time and chronology	TEK: 2 – TSU the concepts of time & chronology. 3 – TSU how various sources provide information about the past and present	TEK: TSU the concepts of time and chronology	TEK: TSU the concept of chronology
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
3B Create and interpret timelines	2C Create and interpret timelines for events in the past and present 3A Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources 3B Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews	3C Create a calendar and simple timeline	3A Place events in chronological order
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how geography & processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present	TEK: TSU the causes of exploration and colonization eras	TEK: TSU how individuals, events, and issues through the Mexican National Era shaped the history of Texas	TEK: TSU that historical events influence contemporary events
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W. Geography	8 th Grade	7 th Grade	6 th Grade
▲ 1B 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	▲ 2A Identify reasons for European exploration and colonization of North America	2B Identify important individuals, events, & issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, & the conflicting territorial claims between France and Spain 2C Identify important events and issues related to European colonization of Texas, incl. the establishment of Catholic missions, towns, & ranches, & individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo	1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
1B - 1 Qu/68% dual w/21A

2012 STAAR:
2A - NT

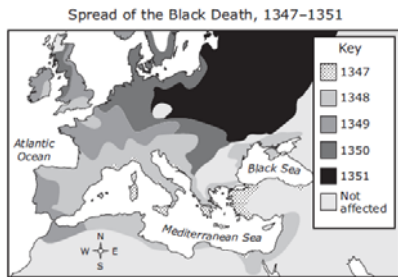
2013 STAAR:
1B - 3 Qu /46% dual w/21C

2013 STAAR:
2A - NT

2013 -1B

- 8** Which change is a direct result of the diffusion of popular American chain restaurants throughout the world?
- F** The cultural landscapes of commercial areas have become increasingly similar.
 - G** Local production of fresh produce has declined.
 - H** The service sectors of developing countries have begun to decline.
 - J** Religious dietary restrictions have been ignored.

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- Which of the following best explains why the Black Death spread along the Mediterranean coast before spreading to the interior of central Europe?
- F** Fewer people lived in the interior of central Europe than along the Mediterranean coast.
 - G** Before 1352 travel to the interior of central Europe was limited by severe weather.
 - H** Travel from one region to another was easier and faster by water than by land.
 - J** In 1351 a vaccine against the disease was developed and made available for public use.

- 63** What was one direct result of the Columbian Exchange?
- A** Europeans began to use horses to plow fields.
 - B** American Indians built large urban centers.
 - C** American Indians adopted European artistic techniques.
 - D** Europeans spread diseases to American Indians.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU that historical events influence contemporary events	TEK: TSU the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine	TEK: 1 - TSU the origins, similarities, & differences of Am. Indian groups in TX & N. America before European exploration 2 - TSU the causes and effects of European exploration and colonization of Texas & N. America	TEK: 2 - TSU common characteristics of communities, past and present 1 - TSU how individuals, events, and ideas have influenced the history of various communities
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
1A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade	1A Explain when, where, & why groups of people explored, colonized, & settled in the US, incl. the search for religious freedom and economic gain 1B Describe the accomplishments of significant individuals during the colonial period, incl. William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, & Roger Williams	1C Describe the regions in which Am. Indians lived & identify Am. Indian groups remaining in TX such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, & Kickapoo 1D Compare the ways of life of Am. Indian groups in TX & North America before European exploration 2A Summarize motivations for European exploration & settlement of TX including economic opportunity, competition, & desire for expansion 2B Identify accomplishments & explain the impact of significant explorers, incl. Cabeza de Vaca; Francisco Coronado; & René Robert Cavalier, Sieur de la Salle, on the settlement of Texas	2C Compare ways in which various other communities meet their needs. 2A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being 1C Describe how individuals, incl. Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Colonization, colonized, religious freedom, economic gain, accomplishments		

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: 2 - TSU common characteristics of communities, past and present 1 - TSU how individuals, events, and ideas have influenced the history of various communities	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, and nation	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, and nation	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
2C Compare ways in which various other communities meet their needs. 2A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being 1C Describe how individuals, incl. Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities	4B Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness	2B Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness	
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: The student understands the causes and effects of major political revolutions between 1750 and 1914	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	▲ 9A Compare the causes, characteristics, & consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, & religion	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History
2012 STAAR: 9A - 1 Qu/0% dual w/29F
2013 STAAR: 9A - 1 Qu/56%
2013 – 9A 62 Which grievance was shared by both French and American revolutionaries? F The inequality of women G Widespread starvation because of food shortages H Frequent public executions of citizens J Unfair taxation practices

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU significant political and economic issues of the revolutionary era	TEK: TSU how individuals, events, and issues related to the Texas Revolution shaped the history of Texas	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	▲ 4A Analyze causes of the Am. Revolution, incl. the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, & British economic policies following the French and Indian War	3A Trace the development of events that led to the Texas Revolution, incl. the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8 th Grade
2012 STAAR: 4A - 1 Qu/50% dual w/29B
2013 STAAR: 4A - 1 Qu/43%
2013 – 4A
<p>12 British colonists objected to the Proclamation of 1763 because they —</p> <p>F feared it would provoke attacks from American Indians</p> <p>G did not want to share control of the fur trade with France</p> <p>H resented the limits it imposed on westward expansion</p> <p>J wanted to be able to trade freely with foreign nations</p>

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU how conflict between the American colonies & Great Britain led to American independence	TEK: 2 - TSU the causes and effects of European exploration & colonization of TX & N. Am. 3 – TSU the importance of the TX Revolution, the Republic of TX, and the annexation of TX to the US	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	2A Identify and analyze the causes & effects of events prior to and during the American Revolution, incl. the French and Indian War & the Boston Tea Party	2C Explain when, where, & why the Spanish established settlements & Catholic missions in TX as well as important individuals such as José de Escandón 2D Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas 2E Identify the accomplishments & explain the economic motivations & impact of significant empresarios, incl. Stephen F. Austin & Martín de León, on the settlement of Texas 3A Analyze the causes, major events & effects of the TX Revolution, incl. the Battle of the Alamo, the TX Decl. of Independence, the Runaway Scrape, and Battle of San Jacinto	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the principles included in the Celebrate Freedom Week program	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	■1C Explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU significant political and economic issues of the revolutionary era	TEK: TSU how individuals, events, and issues related to the Texas Revolution shaped the history of Texas	TEK: TSU the influences of individuals and groups from various cultures on various historical and contemporary societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	■4B Explain the roles played by significant individuals during the Am. Revolution, incl. Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington	3B Explain the roles played by significant individuals during the TX Revolution, incl. George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis	2B Evaluate the social, political, economic, & cultural contributions of individuals & groups from various societies, past & present
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

4B - NT

2013 STAAR:

4B - 1 Qu/72% dual w/29A

2013 – 4B

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We, reposing special trust and confidence in your patriotism, valor, conduct, and fidelity, do, by these presents, constitute and appoint you to be General and Commander in chief, of the army of the United Colonies, and of all the forces now raised, or to be raised, by them, and of all others who shall voluntarily offer their service. . . .

—*Commission from the Continental Congress, June 17, 1775*

The Continental Congress issued this commission to —

- A Benedict Arnold
- B Alexander Hamilton
- C John Hancock
- D George Washington

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU the influences of individuals and groups from various cultures on various historical and contemporary societies	TEK: TSU how conflict between the American colonies and Great Britain led to American independence	TEK: TSU the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the US	TEK: TSU how individuals, events, and ideas have influenced the history of various communities
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
2B Evaluate the social, political, economic, & cultural contributions of individuals & groups from various societies, past & present	2B Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period	3B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, & Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, & José Francisco Ruiz; Mexicans Antonio López de Santa Anna & Vicente Filisola; & non-combatants Susanna Dickinson and Enrique Esparza 3C Identify leaders important to the founding of TX as a republic & state, incl. José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones	1A Describe how individuals, events, and ideas have changed communities, past and present
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how individuals, events, and ideas have influenced the history of various communities	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, & nation	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, & nation	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, & nation
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
1A Describe how individuals, events, and ideas have changed communities, past and present	4C Explain how people and events have influenced local community history	2C Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation	2B Identify contributions of patriots and good citizens who have shaped the community
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			*Celebrate Freedom Week and Constitution Day *Those who wrote the Constitution are patriots. Why? How much they loved their country
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			*What is a patriot? Someone who loves & sometimes fought for his or her country

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how constitutional government, as developed in America & expressed in the Decl. of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, & historical documents	TEK:	TEK: The student understands the causes and effects of major political revolutions between 1750 and 1914	TEK:
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Government	U.S. History	W. History	W. Geography
1C Identify the individuals whose principles of laws and government institutions informed the American founding documents, incl. those of Moses, William Blackstone, John Locke, and Charles de Montesquieu	SE:	■9C Trace the influence of the American and French revolutions on Latin America, incl. the role of Simón Bolívar	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History
2012 STAAR: NT
2013 STAAR: 9C - 1 Qu/58%
2013 – 9C
34 The revolutionary movement led by Simón Bolívar was influenced by —
F Adam Smith’s free-market principles
G ideas about government promoted during the Enlightenment
H Karl Marx’s criticism of industrial society
J religious ideas introduced during the Great Awakening

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU significant political and economic issues of the revolutionary era	TEK: TSU how individuals, events, and issues related to the Texas Revolution shaped the history of Texas	TEK: TSU the influences of individuals and groups from various cultures on various historical and contemporary societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	▲ 4C Explain the issues surrounding important events of the Am. Revolution, incl. declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, & Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783	3C Explain the issues surrounding significant events of the Texas Revolution, incl. the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto	2A Identify & describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the Am. Revolution on the French Revolution
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

4C - 1 Qu/72% dual w/29B

2013 STAAR:

4C - 1 Qu/57% dual w/29B

2013 – 4C

48

- How do we finance a war?
- Who has the power to negotiate treaties?
- What prevents the executive from becoming too powerful?

Which group was responsible for answering these questions?

- F Settlers creating the Mayflower Compact
- G Delegates writing the Articles of Confederation
- H Representatives drafting the Fundamental Orders of Connecticut
- J Colonists negotiating the Albany Plan of Union

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU the influences of individuals and groups from various cultures on various historical and contemporary societies	TEK: TSU how conflict between the American colonies and Great Britain led to American independence	TEK: TSU the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the US	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
2A Identify & describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the Am. Revolution on the French Revolution	2C Summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military	3D Describe the successes, problems, & organizations of the Republic of TX such as the establishment of a constitution, economic struggles, relations with Am. Indians, & TX Rangers	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History/ Government

TEK:	TEK: TSU the American beliefs and principles reflected in the Decl. of Independence, the U.S. Constitution, and other important historic documents	TEK:	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	■15B Summarize the strengths and weaknesses of the Articles of Confederation	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History/Government

TEK:	TEK: TSU the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established	TEK: TSU the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the U. S.	TEK: TSU common characteristics of communities, past and present
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	<p>3A Identify the issues that led to the creation of the U.S. Constitution incl. the weaknesses of the Articles of Confederation</p> <p>3B Identify the contributions of individuals, incl. James Madison, & others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution</p>	3E Explain the events that led to the annexation of TX to the US, incl. the impact of the U.S.-Mexican War	2B Identify ways in which people in the local community & other communities meet their needs for government, education, communication, transportation, and recreation
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History/Government

TEK: 2 - TSU how people, places, and environments have changed over time and the effects of these changes 11 - TSU how geography influences economic activities	TEK: 5 - TSU the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson 6 - TSU westward expansion & its effects on the political, economic, & social development of the nation 12 -TSU why various sections of the US developed different patterns of economic activity	TEK: TSU the factors that caused TX to change from an agrarian to an urban society	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
▲ 11C Assess how changes in climate, resources, and infra-structure (technology, transportation, and communication) affect the location and patterns of economic activities ■ 2B Explain how changes in societies have led to diverse uses of physical features	5D Explain the causes, important events, and effects of the War of 1812 ▲ 12D Analyze the causes and effects of economic differences among different regions of the US at selected times in US history ▲ 6A Explain how the Northwest Ordinance established principles & procedures for orderly expansion of the US	12C Explain the changes in the types of jobs & occupations that have resulted from the urbanization of TX	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
<p>2012 STAAR: 11C – 4 Qu/52% dual w/21A 2B – 1 Qu/ 59% dual w/21C</p>	<p>2012 STAAR: 5D – 1 Qu/59% dual w/29A 6A – 1 Qu/45% dual w/29A</p>
<p>2013 STAAR: 11C – 3 Qu/54% dual w/21A 2B – NT</p>	<p>2013 STAAR: 5D – 1 Qu/56% dual w/29B 6A – 1 Qu/80%</p>
2013 – 11C	2013 – 5D
<p>19</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I was in India interviewing [a business executive]. . . . And he said to me, "Tom, the playing field is being leveled." Indians and Chinese were going to compete for work like never before. . . . And then it hit me: Holy mackerel, the world is becoming flat. Several technological and political forces have converged, and that has produced a global . . . playing field that allows for multiple forms of collaboration without regard to geography or distance—or soon, even language.</p> <p style="text-align: right;"><i>—Thomas Friedman, interview in Wired, May 2005</i></p> </div> <p>Which of the following has contributed most to the change described in this excerpt?</p> <p>A The increasing difficulty of maintaining telecommunication systems</p> <p>B The declining cost of new telecommunication technologies</p> <p>C The increasing use of French in international business</p> <p>D The declining number of corporations outsourcing their work</p>	<p>41</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <pre> graph LR A[British support of American Indians in the Northwest Territory] --> B[?] C[British impressment of American sailors] --> B B --> D[Treaty of Ghent] </pre> </div> <p>Which of the following best completes the diagram above?</p> <p>A Boston Tea Party</p> <p>B War of 1812</p> <p>C American Revolution</p> <p>D Civil War</p>
<p>36 Which of these is the most likely result of a well-planned national transportation network?</p> <p>F Government ventures are more profitable.</p> <p>G Consumers have access to a wider variety of products.</p> <p>H Damage to fragile items is minimized.</p> <p>J Raw materials are more difficult to get to market.</p>	
<p>39 A man who lives in Bangalore, India, works in a customer-service center for a company that is based in Salt Lake City, Utah.</p> <p>Which development helped create this economic opportunity?</p> <p>A Lower costs for international transportation</p> <p>B Advances in data processing</p> <p>C Improvements in communication technology</p> <p>D More restrictions on international trade</p>	<p style="text-align: center;">2013 – 6A</p> <p>10 After the end of the Revolutionary War, states were eager to expand into newly available territory. The states of New York, Connecticut, Massachusetts, and Virginia argued over competing claims to land west of the Appalachian Mountains. This conflict was addressed by the —</p> <p>F Missouri Compromise</p> <p>G Wilmot Proviso</p> <p>H Northwest Ordinance</p> <p>J Kansas-Nebraska Act</p>

Social Studies
Vertical Alignment by Grade

Strand: History/Government

TEK:	TEK: TSU political, economic, and social changes that occurred in the US during the 19th century	TEK:	TEK:
SE:	4A Describe causes & effects of War of 1812 4B Identify & explain how changes resulting from the Industrial Revolution led to conflict among sections of the US 4C Identify reasons people moved west	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 6 - TSU westward expansion & its effects on the political, economic, & social development of the nation 8 - TSU individuals, issues, and events of the Civil War	TEK: TSU how events and issues shaped the history of Texas during the Civil War and Reconstruction	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	<p>■6E Identify areas that were acquired to form the United States, including the Louisiana Purchase</p> <p>▲8B Explain the causes of the Civil War, incl. sectionalism, states' rights, & slavery, & significant events of the Civil War, incl. the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln</p>	<p>5A Explain reasons for the involvement of TX in the Civil War such as states' rights, slavery, sectionalism, and tariffs</p> <p>5C Identify significant individuals and events concerning TX and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch</p>	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	2012 STAAR: 6E - 1 Qu/53% dual w/29C 8B - 1 Qu/57%		
	2013 STAAR: 6E - NT 8B - 1 Qu/84%		

8th Grade

2012 STAAR:

6E - 1 Qu/53% dual w/29C

8B – 1 Qu/57%

2013 STAAR:

6E - NT

8B – 1 Qu/84%

2013 – 8B

30 After General Robert E. Lee’s surrender at Appomattox Court House, the main priority of the United States was to —

- F** elect a new president and vice president
- G** complete construction of the Capitol
- H** establish Union forts in the former Confederate states
- J** implement a plan to bring Confederate states back into the Union

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU political, economic, and social changes that occurred in the US during the 19th century	TEK: TSU the political, economic, and social changes in TX during the last half of the 19th century	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	4D Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny 4E Identify the causes of the Civil War, incl. sectionalism, states' rights, & slavery, & the effects of the Civil War, incl. Reconstruction & the 13th, 14th, & 15th amendments to the U.S. Constitution	4A Describe the impact of the Civil War and Reconstruction on TX	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History/Economics/Geography

TEK: TSU how geography can influence US political divisions and policies	TEK: TSU significant economic developments between World War I and World War II	TEK:	TEK: TSU how people, places, & environments are connected and interdependent
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Government	U.S. History	W. History	W. Geography
3C Explain how political divisions are crafted & how they are affected by Supreme Court decisions such as Baker v. Carr	<p>▲ 16C 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 European and Mexican heritage and others</p> <p>16B Identify the causes of the Great Depression, incl. the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System</p>	SE:	▲ 8A Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture & technology
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

W. Geography

2012 STAAR:
16C – 1 Qu/0%
16B – 1 Qu/100% dual w/29H

2012 STAAR:
8A – 1 Qu/65%

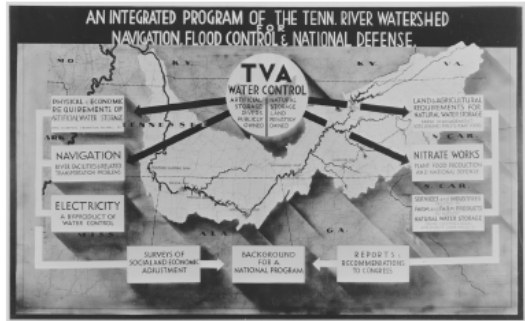
2013 STAAR:
16C – 1 Qu/0% dual w/29H 16B – 1 Qu/100% dual w/29B

2013 STAAR:
8A – 3 Qu/74% dual w/21A

2013 – 16C

2013 – 8A

5

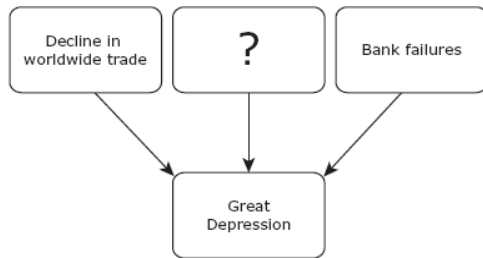


Why did the federal government create this program in 1933?

- A To establish industrial centers in the region
- B To promote organic farming practices
- C To offset the effects of urbanization and rapid population growth
- D To provide jobs and improve the regional standard of living

2013 – 16B

35



Which of the following best completes this graphic organizer?

- A Increase in consumer spending
- B Overspeculation in the stock market
- C Decrease in military spending
- D Government subsidization of agriculture

7



In which location would the environmental adaptation shown above most successfully serve its purpose?

- A A place with low elevation
- B A place that experiences regular monsoons
- C A place that experiences frequent sunny days
- D A place with high daily temperatures

6

Twenty-five percent of prescription drugs come from rapidly disappearing tropical forests.

—U.S. Department of State, "Environment and Conservation," www.state.gov (accessed January 6, 2009)

Which situation is referred to in this excerpt?

- F The rapid growth of urban populations
- G The rapid conversion of an important habitat to other uses
- H The spread of invasive species to non-native habitats
- J The release of toxic chemicals into Earth's atmosphere

1



How does the technology shown in this photograph help humans adapt to the environment?

- A By detecting sunken ships
- B By helping ships navigate
- C By monitoring fish migration
- D By warning of a natural disaster

Social Studies
Vertical Alignment by Grade

Strand: History/Economics/Geography

TEK: TSU how people, places, & environments are connected and interdependent	TEK: 11 - TSU the physical characteristics of North America & how humans adapted to & modified the environment through the mid-19th century 13 - TSU how various economic forces resulted in the Industrial Revolution in the 19th century	TEK: 11 - TSU the characteristics, distribution, and migration of population in TX in the 19th, 20th, & 21st centuries 12 - TSU the factors that caused Texas to change from an agrarian to an urban society	TEK: TSU the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes & uses latitude & longitude to determine absolute locations
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W. Geography	8 th Grade	7 th Grade	6 th Grade
▲ 8A Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture & technology	■ 13A Analyze the War of 1812 as a cause of economic changes in the nation ▲ 13B Identify the economic factors that brought about rapid industrialization and urbanization ■ 11C Describe how different immigrant groups interacted with the environment in the US during the 17th, 18th, and 19th centuries	12A Explain economic factors that led to the urbanization of Texas 12C Explain the changes in the types of jobs & occupations that have resulted from the urbanization of TX 11A Analyze why immigrant groups came to TX & where they settled 11B Analyze how immigration & migration to TX in the 19th, 20th, & 21st centuries have influenced Texas	4C Explain ways in which human migration influences the character of places and regions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
8A – 1Qu/65%

2012 STAAR:
13B – 1 Qu/59% dual w/29B

2013 STAAR:
8A – 3 Qu/74% dual w/21A

2013 STAAR:
13B – 1 Qu/71%

2013

2013

1



How does the technology shown in this photograph help humans adapt to the environment?

- A By detecting sunken ships
- B By helping ships navigate
- C By monitoring fish migration
- D By warning of a natural disaster

35 How did the development of the factory system encourage urbanization?

- A Manufacturers produced goods to export overseas.
- B Labor unions were formed to protect mill workers.
- C Workers moved closer to manufacturing centers.
- D Industrialists invested in cotton plantations.

6

Twenty-five percent of prescription drugs come from rapidly disappearing tropical forests.

—U.S. Department of State, "Environment and Conservation," www.state.gov (accessed January 6, 2009)

Which situation is referred to in this excerpt?

- F The rapid growth of urban populations
- G The rapid conversion of an important habitat to other uses
- H The spread of invasive species to non-native habitats
- J The release of toxic chemicals into Earth's atmosphere

World Geography

7



In which location would the environmental adaptation shown above most successfully serve its purpose?

- A A place with low elevation
- B A place that experiences regular monsoons
- C A place that experiences frequent sunny days
- D A place with high daily temperatures

Social Studies
Vertical Alignment by Grade

Strand: History/Economics/Geography

TEK: TSU the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes & uses latitude & longitude to determine absolute locations	TEK: TSU political, economic, and social changes that occurred in the US during the 19th century	TEK: TSU the political, economic, and social changes in TX during the last half of the 19th century	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
4C Explain ways in which human migration influences the character of places and regions	4F Explain how industry and the mechanization of agriculture changed the American way of life 4G Identify the challenges, opportunities, & contributions of people from various American Indian and immigrant groups	4B Explain the growth, development & impact of the cattle industry, incl. contributions made by Charles Goodnight, Richard King, & Lizzie Johnson 4C Identify impact of railroads on life in TX, incl. changes to cities & major industries 4D Examine the effects upon Am. Indian life resulting from changes in TX, incl. the Red River War, building of U.S. forts & railroads, and loss of buffalo	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: TSU how individuals, events, & issues shaped the history of TX during the 20th and early 21st centuries	TEK:
W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	7B Define & trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th & early 21st centuries such as farming, oil & gas production, cotton, ranching, real estate, banking, and computer technology 7D Describe and compare the civil rights & equal rights movements of various groups in TX in the 20th century & identify key leaders in these movements, incl. James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU important issues, events, and individuals in the US during the 20th & 21st centuries	TEK: TSU important issues, events, & individuals of the 20th century in TX	TEK: TSU how individuals, events, & ideas have influenced the history of various communities
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	<p>5A Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions</p> <p>5B Analyze various issues & events of 21st century such as the War on Terror & 2008 presidential election</p> <p>5C Identify the accomplishments of individuals & groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics</p>	<p>5A Identify the impact of various issues & events on life in TX such as urbanization, increased use of oil & gas, the Great Depression, the Dust Bowl, & World War II</p> <p>5B Explain development & impact of the oil & gas industry upon industrialization & urbanization in TX, incl. important places & people such as Spindletop and Pattillo Higgins</p> <p>5C Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals</p>	<p>1B Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities</p>
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how individuals, events, & ideas have influenced the history of various communities	TEK: TSU how historical figures, patriots, & good citizens helped shape the community, state, and nation	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, & nation	TEK: TSU how historical figures, patriots, and good citizens helped shape the community, state, & nation
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
1B Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities	4A Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation	2A Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation	2A Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			What is a "historical figure"?

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how constitutional government, as developed in America and expressed in the Decl. of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents	TEK: TSU the principles included in the Celebrate Freedom Week program	TEK: TSU traditional historical points of reference in world history	TEK:
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Government	U.S. History	W. History	W. Geography
1F Identify significant individuals in the field of government and politics, incl. George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan	<p>■1A Analyze & evaluate the text, intent, meaning, & importance of the Decl. of Independence & the U.S. Constitution, incl. the Bill of Rights, and identify the full text of the first three paragraphs of the Decl. of Independence</p> <p>■1B Analyze & evaluate the application of these founding principles to historical events in U.S. history</p>	<p>■1A 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</p> <p>■1B 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, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU traditional historical points of reference in U.S. history through 1877	TEK: TSU traditional historical points of reference in TX history	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	<p>▲ 1A Identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation & ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects</p> <p>■ 1B Apply absolute and relative chronology through the sequencing of significant individuals, events, & time periods</p>	<p>1A Identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, incl. Natural TX & its People; Age of Contact; Spanish Colonial; Mexican National; Revolution & Republic; Early State-hood; TX in the Civil War & Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; TX in the Great Depression & World War II; Civil Rights and Conservatism; and Contemporary Texas</p> <p>1B Apply absolute and relative chronology through the sequencing of significant individuals, events, & time periods</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

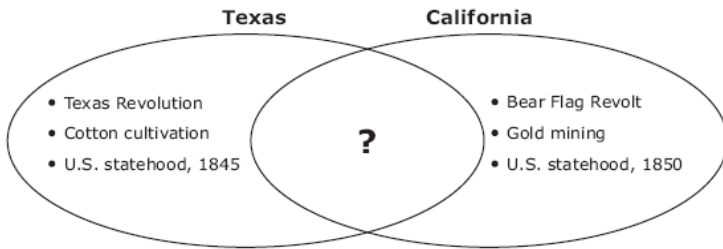
2012 STAAR:

1A – 2 Qu/69% dual w/29B

2013 STAAR:

1A – 2 Qu/66% dual w/29B

2013



1 Which of the following best replaces the question mark in the diagram above?

- A Former Mexican territory
- B Dependent on slavery
- C Settled by Mormons
- D Large coal deposits

46 Which of the following was a defining characteristic of the Era of Good Feelings?

- F The United States ceded territory to Great Britain in an attempt to avoid war.
- G There was a renewed sense of nationalism.
- H Evangelical revivalists challenged religious traditionalists.
- J Many states called for a restructuring of the federal government.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU traditional historical points of reference in U.S. history from 1877 to the present	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■2D Explain the significance of the following years as turning points: 1898 (Spanish-Am. 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), 1968-1969 (Martin Luther King Jr. assassination and 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)	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History
2012 STAAR: 2D – 1 Qu/0% dual w/29B
2013 STAAR: 2D - NT

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU traditional historical points of reference in U.S. history through 1877	TEK: 1 - TSU traditional historical points of reference in TX history 2 - TSU how individuals, events, and issues through the Mexican National Era shaped the history of Texas	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■1C Explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War	SE: 1C Explain the significance of the following dates: 1519, mapping of the TX coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop 2A Compare the cultures of Am. Indians in TX prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

1C – 1 Qu/55% dual w/29B

2013 STAAR:

1C – 1 Qu/36%

2013

34 In 1787 the United States was at a crossroads. Farmers in western Massachusetts had rebelled the year before over property taxes. The state struggled to end the rebellion. Events such as this one contributed to the decision to —

- F** sign the Treaty of Paris
- G** repeal the Intolerable Acts
- H** declare an embargo on imported goods
- J** restructure the federal government

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU 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, & historical documents	TEK:	TEK: TSU how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 1A 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 1B 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	SE:	SE: ▲4C 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	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:

4C – 2 Qu/0% dual w/29F

2013 STAAR:

4C – 1 Qu/86%

2013 – 4C

- 7** Which practice was a defining characteristic of feudalism in medieval Europe?
- A** Universities granted degrees to qualified students.
 - B** Lords granted land to vassals in return for military service.
 - C** Guilds supervised the work done by craftsmen.
 - D** Troubadours performed concerts in town halls in return for food and lodging.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the foundations of representative government in the United States	TEK:	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲ 3A Explain the reasons for the growth of representative government & institutions during the colonial period ■ 3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government ■ 3C Describe how religion and virtue contributed to the growth of representative government in the American colonies	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

3A – 1 Qu/39%

3B – 1 Qu/53%

3C - NT

2013 STAAR:

3A – 1 Qu/47% dual w/29B

3B – 1 Qu/68%

3C - NT

2013 – 3A

47 Which of the following best replaces the question mark in the diagram above?

- A Created a general council to manage the colonies
- B Experienced strict control by Parliament
- C Established their own representative institutions
- D Appointed governors who reported to the king

2013 – 3B

42 Which statement best explains the significance of the Mayflower Compact?

- F It limited the power of future colonial governments.
- G It weakened the influence of religion in government.
- H It established a form of self-government based on a social contract.
- J It guaranteed liberties for colonists through local government.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the foundations of representative government in the US	TEK: 2 - TSU how individuals, events, and issues through the Mexican National Era shaped the history of Texas 3 - TSU how individuals, events, and issues related to the Texas Revolution shaped the history of Texas	TEK: TSU that historical events influence contemporary events
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■3B Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government ■3C Describe how religion and virtue contributed to the growth of representative government in the American colonies	SE: 2D Identify the individual, issues, & events related to Mexico becoming an independent nation & its impact on TX, incl. TX. involvement in the fight for independence, Jose Gutierrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of TX & Coahuila as a state, the State Colonization Law of 1825, & slavery 2E Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin De Leon, and Green DeWitt, during the Mexican settlement of TX 2F Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in TX 3D Explain how the establishment of the Republic of TX brought civil, political, and religious freedom to TX	SE: 1B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

3B – 1 Qu/53% dual w/29A

3C - NT

2013 STAAR:

3B – 1 Qu/68%

3C - NT

2013 – 3B

42 Which statement best explains the significance of the Mayflower Compact?

- F It limited the power of future colonial governments.
- G It weakened the influence of religion in government.
- H It established a form of self-government based on a social contract.
- J It guaranteed liberties for colonists through local government.

Social Studies
Vertical Alignment by Grade

Strand: History

<p>TEK: 1 - TSU how constitutional government, as developed in America & expressed in the Decl. of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, & historical documents 2 - TSU the roles played by individuals, political parties, interest groups, & the media in the U.S. political system, past and present</p>	<p>TEK:</p>	<p>TEK:</p>	<p>TEK:</p>
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Government	U.S. History	W. History	W. Geography
<p>SE: 1E Examine debates and compromises that impacted the creation of the founding documents 2A Give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy</p>	<p>SE:</p>	<p>SE:</p>	<p>SE:</p>
<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>
<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 4 - TSU significant political and economic issues of the revolutionary era 5 - TSU the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson	TEK: TSU how individuals, events, and issues shaped the history of the Republic of Texas and early TX statehood	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■4D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise ▲4E Analyze the arguments for and against ratification ▲5A Describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government	SE: 4A Identify individuals, events, & issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, incl. the TX Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial & ethnic groups	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

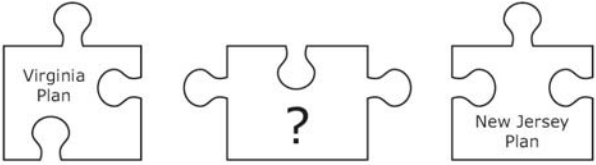
2012 STAAR:
4D, 4E, 5A - NT

2013 STAAR:
4D – 1 Qu/72% dual w/29B
4E – 1 Qu/66%
5A - 1 Qu/45%

2013 – 4D

3

Constitutional Convention Puzzle



Which of the following should replace the question mark in this diagram?

- A Direct democracy
- B Great Compromise
- C Checks and balances
- D Missouri Compromise

2013 – 4E

- 24 Patrick Henry opposed ratifying the U.S. Constitution because he believed that under it —
- F the states would surrender too much power to the federal government
 - G alliances could not be formed with other countries
 - H the courts would not be able to hold government officials accountable
 - J individuals would exercise too much power over the federal government

2013 – 5A



- 6 Which problem did George Washington encounter when he became president?
- F Southern states were threatening to secede from the Union.
 - G The United States had large debts from the American Revolution.
 - H Great Britain was refusing to trade with the United States.
 - J The Articles of Confederation needed to be replaced with a stronger constitution.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 5 - TSU the effects of reform and third-party movements in the early 20th century 11 - TSU the emerging political, economic, and social issues of the US from the 1990s into the 21st century	TEK:	TEK: TSU how people, places, and environments have changed over time and the effects of these changes
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■5C Evaluate the impact of third parties, including the Populist and Progressive parties ■11D Analyze the impact of third parties on presidential elections	SE:	SE: ▲2A Describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary



U.S. History	W. Geography
2012 STAAR: 5C – 1 Qu/100% dual w/31B 11D - NT	2012 STAAR: 2A – 3 Qu/57% dual w/21A
2013 STAAR: 5C – NT 11D – 1 Qu/67% w/ 29H	2013 STAAR: 2A – 1 Qu/57% dual w/ 21A
<p style="text-align: center;">2013</p> <div style="border: 1px solid black; padding: 10px;"> <p>13</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Discontent with major political parties leads to the organization of a third party. </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Potential voters mobilize support for the third party. </div> <div style="font-size: 24px;">→</div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> The third party becomes competition for the major parties. </div> </div> <p>How have major parties reacted to the scenario described above?</p> <ul style="list-style-type: none"> A By suing the third parties in court for campaign-finance violations B By persuading the third parties to present a new platform C By addressing the issues raised by the third parties D By preventing third parties from holding conventions </div>	<p style="text-align: center;">2013</p> <div style="border: 1px solid black; padding: 10px;"> <p>13</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Hong Kong, c. 1910</p>  </div> <div style="text-align: center;"> <p>Hong Kong, c. 2000</p>  </div> </div> <p style="font-size: 8px; text-align: center;">Source: Library of Congress</p> <p>Which of the following most likely caused the change shown in these photographs?</p> <ul style="list-style-type: none"> A The preservation of local cottage industries B The expansion of international trade C The adoption of a command economy D The extraction of nonrenewable resources from local reserves </div>

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how people, places, and environments have changed over time and the effects of these changes	TEK: TSU the challenges confronted by the government and its leaders in the early years of the republic & the Age of Jackson	TEK:	TEK:
---	--	------	------

W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ▲2A Describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions	SE: ■5B Summarize arguments regarding protective tariffs, taxation, and the banking system ▲5C Explain the origin & development of Am. political parties ▲5E Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine ■5F Explain the impact of the election of Andrew Jackson, incl. expanded suffrage ■5G Analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, incl. the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 2A – 3 Qu/57% dual w/21A	2012 STAAR: 5C – 1 Qu/56% 5E – 1 Qu/63% w/ 29C
2013 STAAR: 2A – 1 Qu/57% dual w/21A	2013 STAAR: 5C – 1 Qu/ 66%
2013	2013
<p>13</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Hong Kong, c. 1910</p>  </div> <div style="text-align: center;"> <p>Hong Kong, c. 2000</p>  </div> </div> <p style="font-size: small; text-align: center;">Source: Library of Congress © iStockphoto.com/Justin Horrocks</p> <p>Which of the following most likely caused the change shown in these photographs?</p> <ul style="list-style-type: none"> A The preservation of local cottage industries B The expansion of international trade C The adoption of a command economy D The extraction of nonrenewable resources from local reserves 	<p>44 The first political parties in the United States were established in the 1790s largely because of political differences between —</p> <ul style="list-style-type: none"> F John Adams and Benjamin Franklin G Alexander Hamilton and Thomas Paine H George Washington and James Madison J Thomas Jefferson and Alexander Hamilton

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU westward expansion & its effects on the political, economic, and social development of the nation	TEK: TSU how individuals, events, & issues shaped the history of the Republic of TX and early Texas statehood	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲6B Explain the political, economic, and social roots of Manifest Destiny ■6C Analyze the relationship between the concept of Manifest Destiny & the westward growth of the nation ▲6D Explain the causes & effects of the U.S.-Mexican War and their impact on the US	SE: 4B Analyze the causes of and events leading to Texas annexation 4C Identify individuals, events, & issues during early Texas statehood, incl. the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

6B – 1 Qu/71% w/29D

6D – 1 Qu/55% w/29B

2013 STAAR:

6B – 1 Qu/60% dual w/29B

6D – 1 Qu/84% dual w/29B

2013 – 6B

5

Resolved, That our title to the whole of the Territory of Oregon is clear and unquestionable; that no portion of the same ought to be ceded to England or any other power, and that the re-occupation of Oregon and the re-annexation of Texas at the earliest practicable period are great American measures, which this Convention recommends to the cordial support of the Democracy of the Union.

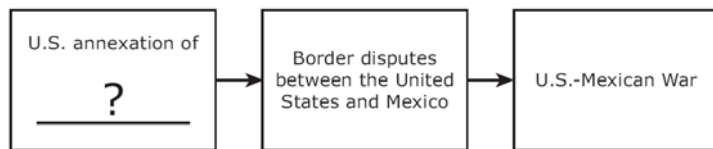
—Democratic Party Platform of 1844

This excerpt provides evidence that in 1844 Democrats supported —

- A federal financing of transportation systems in the West
- B making Manifest Destiny an official federal policy
- C social Darwinism as a justification for expansion
- D prohibiting the expansion of slavery into new areas of the United States

2013 – 6D

20



Which of these best completes the diagram?

- F California
- G Nevada
- H Texas
- J Florida

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU how political, economic, and social factors led to the growth of sectionalism and the Civil War	TEK:	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■7A Analyze the impact of tariff policies on sections of the US before the Civil War ■7B Compare the effects of political, economic, and social factors on slaves and free blacks ▲7C Analyze the impact of slavery on different sections of the US ■7D Identify the provision & compare the effects of congressional conflicts & compromises prior to the Civil War, incl. the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

7C – 2 Qu/50% w/ 29B

7D – 1 Qu/79%

2013 STAAR:

7C – 1 Qu/61%

7D - NT

2013

28 Which of the following was a result of the Kansas-Nebraska Act of 1854?

F Fighting broke out between pro-slavery and anti-slavery groups in Kansas.

G Kansas entered the Union as a slave state through popular sovereignty in 1856.

H Nebraskan settlers who supported abolition moved to Kansas.

J The boundary established by the Missouri Compromise of 1820 was extended farther south.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU individuals, issues, & events of the Civil War	TEK:	TEK:
------	---	------	------

W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■8A Explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar ■8C Analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

8A – 1 Qu/74% dual w/29B

8C - NT

2013 STAAR:

8A – NT

8C – 1 Qu/45% dual w/29D

2013 – 8A

38 Which idea does President Lincoln express in this excerpt?

- F** The Union exists only through the consent of sovereign states.
- G** The Union requires a nationwide decision on slavery.
- H** The Union matters more than current disagreements between states.
- J** The Union will be preserved through military force if necessary.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the impact of the American civil rights movement	TEK:	TEK:
------	---	------	------

Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ▲9A Trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments</p> <p>■9B Describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements</p> <p>■9C Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan</p>	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

9A – 1 Qu/100% dual w/29H

9C - 1 Qu/0% dual w/29H

2013 STAAR:

9A – 1 Qu/33%

9C – 1 Qu/100%

2013 – 9A

50 In the late 1800s, the Supreme Court’s decision in *Plessy v. Ferguson* —

- F** established a legal remedy for victims of discrimination
- G** created a legal justification for segregation laws
- H** affirmed the legality of federal regulation of state elections
- J** recognized public protests as a legal form of civil disobedience

2013 – 9C

44

Political Views of ?

Supported	Opposed
• Civil disobedience	• Expressions of violence
• Nonviolent resistance	• Political compromises
• Desegregation	• Racial separatism

The name of which civil rights leader best completes the title of the graphic?

- F** Booker T. Washington
- G** Martin Luther King, Jr.
- H** Stokely Carmichael
- J** Malcolm X

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the effects of Reconstruction on the political, economic, & social life of the nation	TEK: TSU how events and issues shaped the history of TX during the Civil War and Reconstruction	TEK:
------	--	---	------

W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■9A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments ■9B Evaluate the impact of the election of Hiram Rhodes Revels ▲9C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups ■9D Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act	SE: 5B Analyze the political, economic, and social effects of the Civil War and Reconstruction in TX	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:

9C - NT

2013 STAAR:

9C – 1 Qu/61% dual w/29B

2013 – 9C

4

Black Codes was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freedmen, such as prohibiting their right to vote, forbidding them to sit on juries, and limiting their right to testify against white men. They were also forbidden from carrying weapons in public places and working in certain occupations.

—National Archives and Records Administration,
<http://www.archives.gov> (accessed July 14, 2010)

Southern states passed the codes described in this excerpt in order to —

- F** limit the effects of the Reconstruction Amendments
- G** increase the labor supply for factory jobs in the North
- H** decrease the number of northern representatives in Congress
- J** improve relations with the Democratic Party

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: TSU how individuals, events & issues shaped the history of TX from Reconstruction through the beginning of the 20th century	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 6A Identify significant individuals, events, & issues from Reconstruction through the beginning of the 20th century, incl. the factors leading to the expansion of the TX frontier, the effects of westward expansion on Am. Indians, the buffalo soldiers, and Quanah Parker 6B Identify significant individuals, events, & issues from Reconstruction through the beginning of the 20th century, incl. the development of the cattle industry from its Spanish beginnings & the myths & realities of the cowboy way of life 6C Identify significant individuals, events, & issues from Reconstruction through the beginning of the 20th century, incl. the effects of the growth of railroads & the contributions of James Hogg	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: 6 - TSU how individuals, events & issues shaped the history of TX from Reconstruction through the beginning of the 20th century 7 - TSU how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 6D Explain the political, economic, & social impact of the agricultural industry & the development of West TX resulting from the close of the frontier 7A Explain the political, economic, and social impact of the oil industry on the industrialization of TX 7C Describe & compare the impact of the Progressive and other reform movements in Texas in the 19th & 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: TSU how individuals, events, and issues shaped the history of TX during the 20th and early 21st centuries	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 7E Analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas 7F Analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU traditional historical points of reference in U.S. history from 1877 to the present	TEK: TSU traditional historical points of reference in world history	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ■2A Identify the major characteristics that define an historical era</p> <p>▲2B Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p>	<p>SE: ■1C Identify major causes & describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, decline of Rome & the formation of medieval Europe; development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia</p> <p>■1D Identify major causes & 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, European exploration and the Columbian Exchange, European expansion, & the Renaissance & the Reformation</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

2B – 1 Qu/100% dual w/29H

2013 STAAR:

2B – 1 Qu/33%

2013 – 2B

47 During the Gilded Age there was a notable increase in federal support for —

- A** the growth of big business
- B** involvement in foreign wars
- C** the acquisition of foreign territories
- D** increased temperance regulations

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU traditional historical points of reference in U.S. history from 1877 to the present	TEK: TSU traditional historical points of reference in world history	TEK:
------	--	--	------

Government	U.S. History	W. History	W. Geography
SE:	SE: ■2C Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods	SE: ■1E Identify major causes & describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, Industrial Revolution & its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions ■1F Identify major causes & describe the major effects of the following important turning points in world history from 1914 to the present: the world wars & their impact on political, economic, & social systems; communist revolutions & their impact on the Cold War; independence movements; and globalization	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	2012 STAAR: 2C – 2 Qu/100% dual w/29B & 29H	2012 STAAR: 1E – 1 Qu/0% 1F – 1 Qu/0% dual w/29C	
	2013 STAAR: 2C - NT	2013 STAAR: 1E – 1 Qu/53% 1F - NT	

U.S. History	W. History
2012 STAAR: 2C – 2 Qu/100% dual w/29B & 29H	2012 STAAR: 1E – 1 Qu/0% 1F – 1 Qu/0% dual w/29C
2013 STAAR: 2C - NT	2013 STAAR: 1E – 1 Qu/53% 1F - NT
	<p style="text-align: center;">2013 – 1E</p> <div style="border: 1px solid black; padding: 10px;"> <p>56 Which factor created favorable conditions for the Industrial Revolution in Great Britain?</p> <p>F A low rural population in central England</p> <p>G The presence of large oil reserves in the North Sea</p> <p>H Large deposits of iron and coal in England</p> <p>J An abundance of grain and livestock in southern Scotland</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: 2 - TSU the roles played by individuals, political parties, interest groups, & the media in the U.S. political system, past & present	TEK: 2B Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 2B Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present	SE: ■ 3D Describe the optimism of the many immigrants who sought a better life in America ■ 4D Understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing ■ 4E Analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, & trench warfare that resulted in the stalemate on the Western Front ▲ 4F Analyze major issues such as isolationism and neutrality raised by U. S. involvement in World War I, Woodrow Wilson’s Fourteen Points, & the Treaty of Versailles ■ 4G Analyze significant events such as the Battle of Argonne Forest	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:
4F – 1 Qu/100%

2013 STAAR:
4F – 1 Qu/33%
4D – 1 Qu/67%
4E – 1 Qu/67% dual w/29B

2013 – 4F

- 25 Upon entering World War I, the United States enlarged its military by —
- A creating the Veterans Administration
 - B passing the Selective Service Act
 - C enacting the GI Bill
 - D establishing the Marine Corps

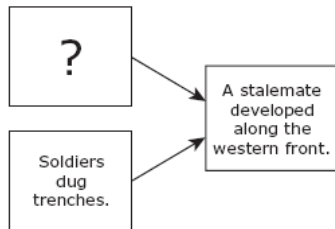
2013 – 4D

- 57 General John J. Pershing made a major contribution to the Allied victory in World War I by —
- A transforming inexperienced troops into an effective military force
 - B developing advanced technologies for battlefield use
 - C requesting humanitarian aid from Congress for war-torn countries
 - D negotiating the terms of the Treaty of Versailles

2013 – 4E

41

Warfare During the First World War



Which action completes this diagram?

- A Submarines attacked unarmed ships.
- B Armored tanks crossed fortified lines.
- C The use of machine guns resulted in massive casualties.
- D Airplanes conducted reconnaissance missions.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: 2 – TSU how early civilizations developed from 8000 BC to 500 BC 3 – TSU the contributions & influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations 4 – TSU how, after the collapse of classical empires, new political, economic, & social systems evolved & expanded from 600 to 1450	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE: ■ 2A Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilization ■ 2B Identify the characteristics of civilization ■ 2C Explain how major river valley civilizations influenced the development of the classical civilizations ■ 3B Explain the impact of the fall of Rome on Western Europe ■ 3C Compare the factors that led to the collapse of Rome & Han China ▲ 4A Explain the development of Christianity as a unifying social & political factor in medieval Europe & the Byzantine Empire ■ 4B Explain the characteristics of Roman Catholicism & Eastern Orthodoxy ▲ 4D Explain the political, economic, & social impact of Islam on Europe, Asia & Africa ■ 4E Describe the interactions among Muslim, Christian, & Jewish societies in Europe, Asia & N. Africa	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:
2B – 2 Qu/0% dual w/29F & 30C
2C – 1 Qu/0%
4A – 1 Qu/0%

2013 STAAR:
3C – 1 Qu/41%
4A – 2 Qu/47% dual w/30C
4D – 1 Qu/34%

2013 – 3C

- 6** One factor contributing to the decline of both the Roman Empire and the Han dynasty of China was —
- F** the conversion of the population to a monotheistic religion
 - G** social unrest created by an emerging middle class
 - H** political decisions that contributed to internal conflicts
 - J** the development of a political bureaucracy

2013 – 4A

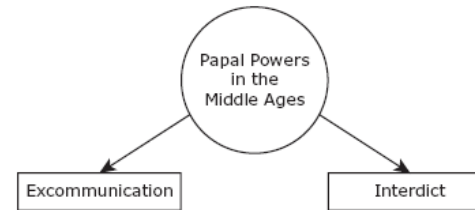
- 14** In the early Middle Ages, the Catholic Church contributed to cultural unity in western Europe by —
- F** challenging the legitimacy of the Carolingian Empire
 - G** using missionaries to convert Germanic tribes
 - H** maintaining trade routes commonly used by Italian merchants
 - J** sending armies to recapture cities under Byzantine rule

2013 – 4D

- 18** Which of these correctly describes the Delhi Sultanate?
- F** It banned the practice of Hinduism in South Asia.
 - G** It established a Muslim ruling class in India.
 - H** It promoted the segregation of Mahayana Buddhists in Tibet.
 - J** It prevented the spread of Christianity to East Asia.

2013 – 4A

45



Which of these best explains how the powers listed in the diagram supported the authority of the Catholic Church in western Europe?

- A** The powers were exercised against kings and nobles who failed to adhere to church customs and mandates.
- B** The powers were used to force local populations to pay taxes supporting parishes and monasteries.
- C** The powers allowed the nobility to appoint bishops and abbots.
- D** The powers allowed dioceses to collect funds that paid for the construction of cathedrals and schools.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	<p>TEK: 4 – TSU how, after the collapse of classical empires, new political, economic, & social systems evolved & expanded from 600 to 1450</p> <p>5 – TSU the causes, characteristics, & impact of the European Renaissance & the Reformation from 1450 to 1750</p> <p>6 – TSU the causes, characteristics, & impact of the Maya, Inca, & Aztec civilizations</p>	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	<p>SE: ■ 4F Describe the interactions between Muslim & Hindu societies in S. Asia</p> <p>▲ 4G Explain how the Crusades, the Black Death, the Hundred Years' War, & the Great Schism contributed to the end of medieval Europe</p> <p>■ 4I Explain the development of the slave trade</p> <p>▲ 4J Analyze how the Silk Road & the African gold-salt trade facilitated the spread of ideas & trade</p> <p>▲ 4K Summarize the changes resulting from the Mongol invasions of Russia, China, & the Islamic world</p> <p>▲ 5A Explain the political, intellectual, artistic, economic, & religious impact of the Renaissance</p> <p>▲ 5B Explain the political, intellectual, artistic, economic, & religious impact of Reformation</p> <p>■ 6B Explain how the Inca & Aztec empires were impacted by European exploration/colonization</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:
4G – 1 Qu/0%
4J – 1 Qu/0% dual with 15A
4K – NT
5A – 2 Qu/0%
5B – 1 Qu/0% dual w/29F
6B – 1 Qu/0%

2013 STAAR:
4G – 1 Qu/67%
4J – 1 Qu/78% dual w/29F
4K – 1 Qu/41%
5A – 1 Qu/47%
5B – 1 Qu/54%
6B - NT

2013 – 4G

66 How did the Black Death affect medieval Europe?

- F It prompted advances in medicine that extended the average life span.
- G It caused economic and social instability by drastically reducing the workforce.
- H It caused persecution of religious and ethnic minorities to decrease.
- J It allowed church officials to expand their authority.

2013 – 4K

28 Which of the following is considered one of Genghis Khan's greatest achievements?

- F He enabled Muslim rulers to gain control of valuable trans-Saharan caravan routes.
- G He encouraged the expansion of Buddhism across Asia and introduced it to Europe.
- H He united the nomadic tribes of northeast Asia to eventually form a vast empire.

2013 – 4J

68

Buddhism came to China from India this way, along the northern branch of the route. The first influences came as the passes over the Karakorum were first explored. . . .

Christianity also made an early appearance. . . . Merchants brought the faith along the _____, and the first Nestorian church was consecrated at Changan in 638 A.D.

—Oliver Wild, *University of California–Irvine*, 1992

Which trade route correctly completes the excerpt?

- F Royal Road
- G Amber Road
- H Silk Road
- J Burma Road

2013 – 5A

30 The plays of William Shakespeare reflect the history of England in that several of them were written primarily about —

- F the lives of English monarchs
- G the struggles of English peasants
- H English naval battles
- J the English conquest of foreign lands

2013 – 5B

54 Martin Luther's posting of his Ninety-five Theses in 1517 led to —

- F a decline in the expansion of overseas colonies
- G the beginning of the Crusades in the Middle East
- H a decline in the authority of the Catholic Church
- J the emergence of absolute monarchies

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: 7 - TSU the causes & impact of European expansion from 1450 to 1750 8 – TSU the causes & the global impact of the Industrial Revolution & European imperialism from 1750 to 1914 9 – TSU the causes & effects of major political revolutions between 1750 & 1914	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE: ▲ 7A Analyze the causes of European expansion from 1450 to 1750 ▲ 7B Explain the impact of the Columbian Exchange on the Americas & Europe ▲ 7C Explain the impact of the Atlantic slave trade on West Africa & the Americas ▲ 7D Explain the impact of the Ottoman Empire on Eastern Europe & global trade ▲ 7E Explain Ming China’s impact on global trade ▲ 7F Explain new economic factors & principles that contributed to the success of Europe’s Commercial Revolution ▲ 8A Explain how 17 th & 18 th century European scientific advancements led to the Industrial Revolution ■ 8B Explain how the Industrial Revolution led to political, economic, & social changes in Europe ▲ 8C Identify the major political, economic, & social motivations that influenced European imperialism ■ 8E Explain the effects of free enterprise in the Industrial Revolution ■ 9B Explain the impact of Napoleon Bonaparte & the Napoleonic Wars on Europe & Latin America	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:

7A – 1 Qu/0%

7B – 2 Qu/0% dual w/15B

7C, 7D, 7F – NT

8A – 1 Qu/0% dual w/29F

8B, 8C, 9B - NT

2013 STAAR:

7A – 1 Qu/60% dual w/29F

7B – 1 Qu/69% dual w/29F

7C – 1 Qu/66% dual w/15B

7D – 1 Qu/59% dual w/29F

7F – 1 Qu/38%

8A – 1 Qu/67% dual w/30C

8B – 1 Qu/32%

8C – 1 Qu/15%

9B – 1 Qu/46%

2013 – 7A

13

- A nation's wealth is measured by the amount of gold it possesses.
- A nation should have a favorable balance of trade.
- Colonies exist for the benefit of the mother country.

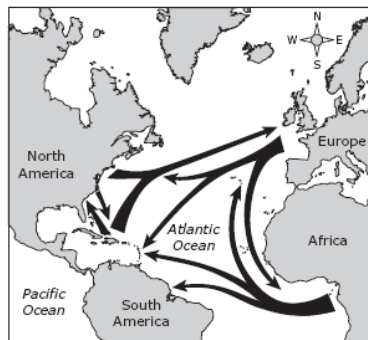
The ideas listed above were an underlying cause of —

- A** European overseas expansion
- B** European religious wars
- C** the legalization of slavery in Europe
- D** the introduction of banking in Europe

2013 – 7C

10

Triangular Trade, Fifteenth to Nineteenth Centuries



This map shows a pattern of commerce that expanded the slave trade and —

- F** depleted supplies of natural resources in South America
- G** weakened western Europe's dominance over its colonies
- H** encouraged manufacturing industries in West Africa
- J** increased agricultural production in North America

2013 – 7B

60

Although we may never know the exact magnitudes of the depopulation, it is estimated that upwards of 80–95 percent of the Native American population was decimated within the first 100–150 years following 1492.

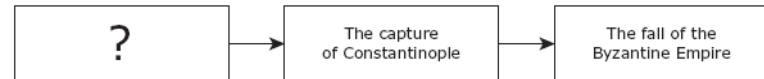
—Nathan Nunn and Nancy Qian, *Journal of Economic Perspectives*, Spring 2010

The main reason for the loss of lives described in the excerpt is that American Indians —

- F** were shipped to Europe as slaves
- G** experienced a series of famines
- H** exhausted their supplies of natural resources
- J** were not immune to European diseases

2013 – 7D

11



Which of the following best completes the diagram?

- A** The creation of the Safavid Empire in Persia
- B** The expansion of the Mongol Empire into Russia
- C** The formation of the Mughal Empire in India
- D** The expansion of the Ottoman Empire into eastern Europe

W. History

2012 STAAR:
7A – 1 Qu/0%

7B – 2 Qu/0% dual w/15B

7C, 7D, 7F – NT

8A – 1 Qu/0% dual w/29F

8B, 8C, 9B - NT

2013 STAAR:

7A – 1 Qu/60% dual w/29F

7B – 1 Qu/69% dual w/29F

7C – 1 Qu/66% dual w/15B

7D – 1 Qu/59% dual w/29F

7F – 1 Qu/38%

8A – 1 Qu/67% dual w/30C

8B – 1 Qu/32%

8C – 1 Qu/15%

9B – 1 Qu/46%

2013 – 7F

43 Which factor contributed to Europe’s Commercial Revolution in the sixteenth century?

- A The application of mercantilist principles to regulate trade with colonies
- B The nationalization of agriculture through the seizure of aristocratic lands
- C The formation of financial institutions controlled by the church
- D The transition from feudal production to modern industrial techniques

2013 – 8B

31 Which of the following was a major consequence of the Industrial Revolution in Great Britain?

- A Trade agreements were broken as the country became more self-reliant.
- B Harsh working conditions in factories caused a decrease in population.
- C Many people moved from rural areas to cities in search of work.
- D Trade schools increased economic opportunities for women.

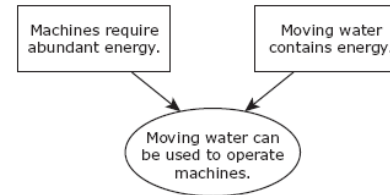
2013 – 8C

63 The Berlin Conference affected European imperialism in Africa by —

- A establishing partnerships with local kingdoms to promote trade
- B defending the rights of African citizens to participate in colonial governments
- C supporting the establishment of colonial spheres of influence
- D developing guidelines to regulate joint-stock trading companies

2013 – 8A

52



The principles behind which innovation are shown in this diagram?

- F The use of new power sources to facilitate mass production
- G The use of new fossil-fuel resources to increase industrial power
- H The mechanization of farm labor to increase crop yields
- J The navigation of rivers to increase the volume of commerce

2013 – 9B

3 How did the Napoleonic Wars affect European colonies in Latin America?

- A Spanish colonists formed a coalition of forces to join the fighting in Europe.
- B The Spanish Empire became too weak to maintain its Latin American colonies.
- C French governors were sent to take control of colonial administrations.
- D Colonial laws were rewritten to exclude the ideas of French revolutionaries.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the emergence of the United States as a world power between 1898 and 1920	TEK: 8- TSU the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914 10 - TSU the causes and impact of World War I	TEK:
------	--	---	------

Government	U.S. History	W. History	W. Geography
SE:	SE: ▲4A Explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and missionaries moved the United States into the position of a world power ■4B Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, & Puerto Rico ▲4C Identify the causes of World War I and reasons for U.S. entry	SE: ▲8D Explain the major characteristics and impact of European imperialism ▲10A Identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

W. History

2012 STAAR:
 4A – 1 Qu/0%
 4B – 1 Qu/0% dual w/29B
 4C – 1 Qu/0% dual w/29H

2012 STAAR:
 8D – 1 Qu/0%
 10A - NT

2013 STAAR:
 4A – 1 Qu/33% dual w/29B
 4B – NT
 4C – 1 Qu/33%

2013 STAAR:
 8D – 1 Qu/66%
 10A – 1 Qu/55% dual w/15A

2013 – 4A

2013 – 8D

4

What do these advertisements suggest to consumers?

- F Government regulation of the cell phone industry is increasing.
- G Personal computers are replacing cell phones.
- H Free enterprise promotes competition among cell phone providers.
- J Cell phone users have limited choices in the marketplace.

67

A primary reason European languages are spoken in Africa today is that –

- A African and European alliances were formed during World War I
- B European territories in Africa were redistributed at the Congress of Vienna
- C British forces won the Boer War against the Dutch and Afrikaners
- D European explorers and merchants established colonies throughout the continent

2013 – 10A

15

Europe, 1914



The European alliances shown on this map were made in an attempt to –

- A maintain the balance of power on the continent
- B reduce the impact of political unrest in neighboring states
- C slow the advance of militarism across the continent
- D promote the formation of democratic governments

2013 – 4C

66 How did the Zimmermann telegram influence U.S. entry into World War I?

- F It announced the czar's overthrow in Russia.
- G It revealed a proposed military alliance between Mexico and Germany.
- H It contained orders for German U-boats to destroy British passenger ships.
- J It described Romania's plan to abandon neutrality.

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 5 - TSU the effects of reform & third-party movements in the early 20 th century 6 - TSU significant events, social issues, and individuals of the 1920s	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 5A Evaluate the impact of Progressive Era reforms, incl. initiative, referendum, recall, & the passage of the 16 th , 17 th , 18 th , & 19 th amendments ■ 5B Evaluate the impact of muckrakers & reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, & W. E. B. DuBois on American society ▲ 6A Analyze causes & effects of events & social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, & the changing role of women ■ 6B Analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, & Charles A. Lindbergh	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

5A – 1 Qu/0%

5B – 1 Qu/100%

6A – 2 Qu/0% dual w/29B

6B – 1 Qu/0%

2013 STAAR:

5A – 1 Qu/0% dual w/29B

5B – 1 Qu/100%

6A – 1 Qu/100%

6B – 1 Qu/33%

2013 – 5A

37

The opponents of . . . recall, however they may phrase their opposition, in reality believe the people can not be trusted. On the other hand, those of us who espouse these measures do so because of our deep-rooted belief in popular government, and not only in the right of the people to govern, but in their ability to govern; and this leads us logically to the belief that if the people have the right, the ability, and the intelligence to elect, they have as well the right, ability, and intelligence to reject or to recall. . . .

— California governor Hiram Johnson, inaugural address, 1911

The reform discussed by Governor Johnson in this excerpt —

- A required elected officials to communicate regularly with the public
- B provided citizens with more resources to run for office
- C made elected officials more directly accountable to their constituents
- D created new eligibility requirements for candidates for public office

2013 – 5B

59 A student learning about U.S. history is instructed to write a paper about W. E. B. Du Bois and race relations in the United States. Which of the following facts would be most relevant to the student's assignment?

- A The Selma-to-Montgomery protest marches helped secure voting rights for minority citizens.
- B The NAACP was organized to help secure full legal equality for minority citizens.
- C The Civil Rights Act of 1968 outlawed many forms of discrimination in the housing market.
- D The March on Washington helped rally nationwide support for the Civil Rights movement.

2013 – 6A

38 Which of these resulted from the prohibition of alcohol during the 1920s?

- F A decline in immigration rates
- G A growing fear of communism
- H The expansion of the consumer economy
- J The rise of organized crime

2013 – 6B

30 During the 1920s, Clarence Darrow and William Jennings Bryan were most closely identified with the —

- F increased use of credit by U.S. consumers
- G development of new forms of popular entertainment
- H decline of public support for Progressive reforms
- J conflict between modernism and traditionalism

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 7 - TSU the domestic and international impact of U.S. participation in World War II 8 - TSU the impact of significant national & international decisions & conflicts in the Cold War on the U.S.	TEK:	TEK:
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	U.S. History	W. History	W. Geography
SE:	SE: ▲ 7A Identify reasons for U. S. involvement in World War II, incl. Italian, German, & Japanese dictatorships & their aggression, especially the attack on Pearl Harbor ■ 7B Evaluate the domestic & international leadership of Franklin D. Roosevelt & Harry Truman during World War II, incl. the U. S. relationship with its allies and domestic industry’s rapid mobilization for the war effort ■ 7C Analyze the function of the U. S. Office of War Information ▲ 7D Analyze major issues of World War II, incl. the Holocaust; the internment of German, Italian, and Japanese Americans & Executive Order 9066; and the development of conventional and atomic weapons ▲ 8F Describe the responses to the Vietnam War such as the draft, the 26 th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

7A – 1 Qu/100%

7D – 1 Qu/0% dual w/29H

8F – 1 Qu/0% dual w/29H

2013 STAAR:

7A – 1 Qu/33% dual w/29H

7D – 1 Qu/33% dual w/29H

8F – 1 Qu/67% dual w/29B

2013 – 7A

61

The conflict is still sharpening throughout the world between two political systems. The one system represents government by freedom of choice exercised by the individual citizens. In the other, and opposing system, individual freedom and initiative are all made subordinate to the totalitarian state.

—President Franklin D. Roosevelt, 1938

What was the ultimate result of the situation President Roosevelt refers to in this excerpt?

- A A surge of social unrest in South America
- B The outbreak of World War II
- C A shift in favor of the policy of appeasement
- D The overthrow of the monarchy in Russia

2013 – 7D

48



What was the main effect of the event reported in this headline?

- F The Soviet Union invaded Japan to gain access to natural resources.
- G The United States initiated the Marshall Plan to help with the rebuilding of Japan.
- H Germany surrendered to the Allies and promised to help in the fight against Japan.
- J World War II ended with Japan surrendering to the Allies.

2013 – 8F

2

The participants in this week's antidraft demonstration . . . are . . . students or young men . . . who are working within a coalition . . . which calls itself the Stop the Draft Week Committee. . . .

—Douglas Robinson, New York Times, December 6, 1967

The demonstration described in this article was most likely prompted by —

- F renewed diplomatic relations with communist China
- G escalated deployment of military forces to Vietnam
- H the signing of the Strategic Arms Limitation Treaty
- J the formation of the North Atlantic Treaty Organization

Social Studies
Vertical Alignment by Grade

Strand: History

TEK: TSU how constitutional government, as developed in America and expressed in the Decl. of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, & historical documents	TEK: TSU the impact of significant national and international decisions and conflicts in the Cold War on the US	TEK: 9 - TSU the causes and effects of major political revolutions between 1750 & 1914 10 - TSU the causes and impact of World War I	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 1D 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	SE: ▲ 8A Describe U.S responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis 8B Describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers	SE: ■ 9D 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 ▲ 10D Identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, & the Bolshevik establishment of the Union of Soviet Socialist Republics	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

W. History

2012 STAAR:
8A – 1 Qu/100%
8B – 1 Qu/0%

2012 STAAR:
9D – 2 Qu/0% dual w/29F
10D – 2 Qu/0%

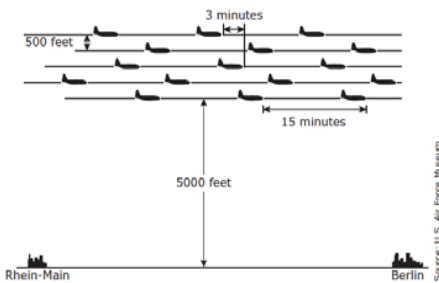
2013 STAAR:
8A – 1 Qu/33%
8B – 1 Qu/67%

2013 STAAR:
9D – NT
10D – 1 Qu/30%

2013 – 8A

2013 – 10D

23



This is a cross-sectional diagram of a major operation ordered by President Harry S. Truman in 1948. The flight pattern illustrated in the diagram was designed to allow an airplane to land every three minutes. Why was this operation undertaken?

- A To enable a rapid withdrawal of troops from a war-torn city
- B To deploy substantial invasion forces
- C To provide supplies to a blockaded city
- D To rescue thousands of stranded political refugees

21 Which revolutionary slogan best expresses a goal of the Bolsheviks during the Russian Revolution?

- A "Liberty, equality, fraternity"
- B "Peace, land, bread"
- C "Effective suffrage, no reelection"
- D "Order followed by progress"

2013 – 8B

7 Senator Joseph McCarthy is best known for his involvement in —

- A the war effort of the 1940s
- B the Red Scare of the 1950s
- C the Civil Rights movement of the 1960s
- D the political scandals of the 1970s

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK:	TEK: 10 – TSU the causes & impact of World War I 11 – TSU the causes & impact of the global economic depression immediately following World War I 13 – TSU the impact of major events associated with the Cold War & independence movements	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE: ■ 10B Identify major characteristics of World War I, including total war, trench warfare, modern military technology, & high casualty rates ▲ 10C Explain the political impact of Woodrow Wilson’s Fourteen Points & the political & economic impact of the Treaty of Versailles, incl. changes in boundaries & the mandate system ▲ 11A Summarize the international, political, & economic causes of the global depression ■ 11B Explain the responses of governments in the U.S., Germany, & the Soviet Union to the global depression ▲ 13A Summarize how the outcomes of World War II contributed to the development of the Cold War ▲ 13B Summarize the factors that contributed to communism in China, incl. Mao Zedong’s role in its rise, & how it differed from Soviet communism ■ 13F Explain how Arab rejection of the State of Israel has led to ongoing conflict	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:

10C – 1 Qu/0% 11A – 1 Qu/0% dual w/29F 11B – NT 13A – 1 Qu/0% dual w/15B 13B – 1 Qu/0% 13F – 1 Qu/0%

2013 STAAR:

10C – 1 Qu/43% 11A – 1 Qu/44% 11B – 1 Qu/63% 13A - 1 Qu/56% 13B – 1 Qu/44% dual w/29F 13F - NT

2013 – 10C

46 What was one factor that led the German government to dramatically increase the supply of the nation’s currency in the early 1920s, an action that led to hyperinflation?

- F** New European nations had to borrow money to maintain economic stability.
- G** Britain demanded that Germany help rebuild the British navy.
- H** Pacific colonies required increased military protection.
- J** France insisted that Germany pay war reparations.

2013 – 11B

2 During the 1920s, U.S. bankers loaned money to European nations to rebuild infrastructure destroyed during World War I, repay war debts, and purchase U.S. goods. Business leaders in the United States also invested heavily in European industry.

What caused U.S. bankers to demand the repayment of loans and U.S. investors to suddenly withdraw their money from Europe?

- F** The invasion of Poland by Nazi Germany
- G** A severe drought that caused U.S. food shortages
- H** The collapse of the U.S. economy after the stock-market crash
- J** A rapid decline in global agricultural prices caused by crop surpluses

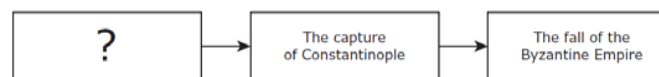
2013 – 13A

12 Which result of World War II led most directly to the beginning of the Cold War?

- F** The trials of Nazi leaders for war crimes at Nuremberg
- G** The creation of Soviet-controlled regimes in Eastern Europe
- H** The formation of the United Nations to promote global development
- J** The creation of the Jewish state of Israel

2013 – 11A

11



Which of the following best completes the diagram?

- A** The creation of the Safavid Empire in Persia
- B** The expansion of the Mongol Empire into Russia
- C** The formation of the Mughal Empire in India
- D** The expansion of the Ottoman Empire into eastern Europe

2013 – 13B

23

Internally, arouse the masses of the people. That is, unite the working class, the peasantry, the urban petty bourgeoisie and the national bourgeoisie, form a domestic united front under the leadership of the working class, and advance from this to the establishment of a state which is a people’s democratic dictatorship under the leadership of the working class and based on the alliance of workers and peasants.

—Mao Zedong, speech given on June 30, 1949

The “people’s democratic dictatorship” was a critical element of Mao Zedong’s —


- A** creation of labor unions for China’s industrial workers
- B** preservation of China’s strict class structure
- C** movement to promote nationalism among Chinese peasants
- D** transformation of China into a communist state

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the domestic and international impact of U.S. participation in World War II	TEK: TSU the causes and impact of World War II	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ■7E Analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps</p> <p>■7F Evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton</p> <p>▲7G Explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities</p>	<p>SE: ▲12A Describe the emergence and characteristics of totalitarianism</p> <p>■12B 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</p> <p>▲12C Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 7E, 7G – NT	2012 STAAR: 12A – 1 Qu/0% 12B – 1 Qu/0% 12C – 3 Qu/0% dual w/29F & 30A
2013 STAAR: 7E – 1 Qu/0% 7G – 1 Qu/33%	2013 STAAR: 12A – 1 Qu/41% 12B – 1 Qu/82% dual w/29F 12C – 1 Qu/44%
<p style="text-align: center;">2013 – 7E</p> <div data-bbox="268 310 953 867" style="border: 1px solid black; padding: 10px;"> <p>60</p>  <p>Many of the U.S. soldiers involved in the event mentioned in this headline —</p> <ul style="list-style-type: none"> F remained in trenches and resisted the Japanese invasion G were exchanged for Japanese prisoners of war H escaped and were redeployed to the European theater J died during a forced march to a prison camp in the Philippines </div> <p style="text-align: center;">2013 – 7G</p> <div data-bbox="256 964 984 1183" style="border: 1px solid black; padding: 10px;"> <p>28 The skill and courage of the Tuskegee Airmen served to —</p> <ul style="list-style-type: none"> F give the United States an advantage in military encryption G encourage immigrant enlistment in the U.S. Army during World War II H decrease opposition to integrating the armed forces J increase the number of women joining the U.S. military during World War II </div>	<p style="text-align: center;">2013 – 12A</p> <div data-bbox="1119 310 1885 553" style="border: 1px solid black; padding: 10px;"> <p>35 Which of the following characterized Joseph Stalin's leadership of the Soviet Union?</p> <ul style="list-style-type: none"> A Centralized royal authority, a hereditary transfer of power, and cooperation between church and state B Free elections, tolerance of opposition groups, and the encouragement of religious diversity C Censorship, government control of industry, and religious persecution D The theory of divine right, rule by elites, and laws guided by religious doctrines </div> <p style="text-align: center;">2013 – 12B</p> <div data-bbox="1129 613 1892 1114" style="border: 1px solid black; padding: 10px;"> <p>8</p> <div data-bbox="1173 667 1854 907" style="border: 1px solid black; padding: 5px;"> <p>In case of the forced retreat of Red Army units, all rolling stock must be evacuated, to the enemy must not be left a single engine, a single railway car, not a single pound of grain or gallon of fuel. . . .</p> <p>All valuable property, including non-ferrous metals, grain, and fuel, which cannot be withdrawn must, without fail, be destroyed. . . .</p> <p>In occupied regions conditions must be made unbearable for the enemy and all his accomplices. They must be hounded and annihilated at every step, and all their measures frustrated.</p> <p style="text-align: right;"><i>—Joseph Stalin, radio address from Moscow, July 3, 1941</i></p> </div> <p>Joseph Stalin issued these orders in response to —</p> <ul style="list-style-type: none"> F the invasion of the Soviet Union by Germany G an agreement between Germany and the Soviet Union to divide Eastern Europe H the invasion of North Africa by the Allies J a decision by the Allies to launch a second front in Europe </div> <p style="text-align: center;">2013 – 12C</p> <div data-bbox="1098 1175 1919 1398" style="border: 1px solid black; padding: 10px;"> <p>44 Which factor most influenced the growth of Japanese imperialism during the early twentieth century?</p> <ul style="list-style-type: none"> F The desire to recover territories lost in previous wars G The need for new territory to address the problems of population growth H The desire to have cultural influence in new regions J The need for resources to support ongoing industrialization </div>

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the impact of significant national and international decisions and conflicts in the Cold War on the US	TEK: TSU the impact of major events associated with the Cold War and independence movements	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ▲8C Explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p> <p>▲8D Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War</p> <p>■8E Analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon</p>	<p>SE: ▲13C Identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race</p> <p>■13D Explain the roles of modern world leaders, incl. Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe & the Soviet Union</p> <p>▲13E Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts</p>	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History		
2012 STAAR: 8C – 1 Qu/0% 8D – 1 Qu/100%	2012 STAAR: 13C – NT 13E – 1 Qu/0% dual w/15A		
2013 STAAR: 8C – NT 8D – 1 Qu/67%	2013 STAAR: 13C – 1 Qu/28% dual/29F 13E – 1 Qu/38% dual w/29C		
<p style="text-align: center;">2013 – 8D</p> <div style="border: 1px solid black; padding: 10px;"> <p>12 The primary reason given by U.S. leaders to justify military involvement in Vietnam was that it would –</p> <ul style="list-style-type: none"> F promote reconstruction after World War II G maintain the policy of détente H fulfill prior United Nations obligations J keep communism from spreading throughout the region </div>	<p style="text-align: center;">2013 – 13C</p> <div style="border: 1px solid black; padding: 10px;"> <p>64 Which box lists events of the Cold War in chronological order?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>F</p> <ul style="list-style-type: none"> • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War • Korean War </div> <div style="border: 1px solid black; padding: 5px;"> <p>G</p> <ul style="list-style-type: none"> • Soviet invasion of Afghanistan • Vietnam War • Berlin airlift • Korean War </div> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>H</p> <ul style="list-style-type: none"> • Korean War • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War </div> <div style="border: 1px solid black; padding: 5px;"> <p>J</p> <ul style="list-style-type: none"> • Berlin airlift • Korean War • Vietnam War • Soviet invasion of Afghanistan </div> </td> </tr> </table> </div> <p style="text-align: center; margin-top: 20px;">2013 – 13E</p> <div style="border: 1px solid black; padding: 10px;"> <p>29</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>I have always regarded colonialism as the policy by which a foreign power binds territories to herself by political ties with the primary object of promoting her own economic advantage.</p> <p style="text-align: right;">—Ghana: The Autobiography of Kwame Nkrumah, 1957</p> </div> <p>This excerpt implies that Kwame Nkrumah supported the –</p> <ul style="list-style-type: none"> A participation of Africans in the British military B migration of Africans to industrialized nations C use of foreign aid to improve conditions in developing African countries D spread of independence movements throughout Africa </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>F</p> <ul style="list-style-type: none"> • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War • Korean War </div> <div style="border: 1px solid black; padding: 5px;"> <p>G</p> <ul style="list-style-type: none"> • Soviet invasion of Afghanistan • Vietnam War • Berlin airlift • Korean War </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>H</p> <ul style="list-style-type: none"> • Korean War • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War </div> <div style="border: 1px solid black; padding: 5px;"> <p>J</p> <ul style="list-style-type: none"> • Berlin airlift • Korean War • Vietnam War • Soviet invasion of Afghanistan </div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>F</p> <ul style="list-style-type: none"> • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War • Korean War </div> <div style="border: 1px solid black; padding: 5px;"> <p>G</p> <ul style="list-style-type: none"> • Soviet invasion of Afghanistan • Vietnam War • Berlin airlift • Korean War </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>H</p> <ul style="list-style-type: none"> • Korean War • Berlin airlift • Soviet invasion of Afghanistan • Vietnam War </div> <div style="border: 1px solid black; padding: 5px;"> <p>J</p> <ul style="list-style-type: none"> • Berlin airlift • Korean War • Vietnam War • Soviet invasion of Afghanistan </div>		

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: TSU the impact of the American civil rights movement	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ■ 9D Compare & contrast the approach taken by some civil rights groups such as the Black Panthers with nonviolent approach of Martin Luther King Jr.</p> <p>■ 9E Discuss the impact of the writings of Martin Luther King Jr. such as his “I Have a Dream” speech & “Letter from Birmingham Jail” on the civil rights movement</p> <p>▲ 9F Describe presidential actions & congressional votes to address minority rights in the U. S., incl. desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, & the Voting Rights Act of 1965</p> <p>■ 9G Describe the role of individuals such as governors George Wallace, Orval Faubus, & Lester Maddox & groups, incl. the Congressional bloc of southern Democrats, that sought to maintain the status quo</p>	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

9F – 1 Qu/0% dual w/29H

2013 STAAR:

9F – 2 Qu/33% dual w/29H

2013 – 9F

8 Which government poster is directly related to the Civil Rights Act of 1964?



34 The Voting Rights Act of 1965 eliminated —

- F barriers to voting for women
- G literacy tests as prerequisites for voting
- H proof of residency as a condition for voting
- J age discrimination in state voting laws

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 9 - TSU the impact of the American civil rights movement 11 - TSU the emerging political, economic, and social issues of the United States from the 1990s into the 21st century	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 9H Evaluate changes & events in the U. S. that have resulted from the civil rights movement, incl. increased participation of minorities in the political process ■ 9I Describe how litigation such as the land-mark case of Brown v. Board of Ed., Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I. S. D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement ■ 11B Identify significant social and political advocacy organizations, leaders, & issues across the political spectrum 11C Evaluate efforts by global organizations to undermine U. S. sovereignty through the use of treaties ■ 11E Discuss the historical significance of the 2008 presidential election 11F Discuss the solvency of long-term entitlement programs such as Social Security & Medicare	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History
2012 STAAR: 9H – 1 Qu/0%
2013 STAAR: 9H - NT

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 10 - TSU the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■ 10A Describe Richard M. Nixon’s leadership in the normalization of relations with China and the policy of détente ■ 10B Describe Ronald Reagan’s leadership in domestic & international policies, incl. Reaganomics & Peace Through Strength ■ 10C Compare the impact of energy on the American way of life over time ■ 10E Describe the causes & key organizations & individuals of the conservative resurgence of the 1980s and 1990s, incl. Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, & the National Rifle Association ■ 10F Describe significant societal issues of this time period	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:
10B, 10E - NT

2013 STAAR:
10B – 1 Qu/33%
10E – 1 Qu/33% dual w/29B

2013 – 10B

- 53 The policy objectives of Reaganomics were based on the theory that —
- A borrowing from foreign countries would help cover the costs of domestic programs
 - B significant increases in government spending would help reduce unemployment
 - C broad tax cuts and financial deregulation would promote economic expansion
 - D reducing trade barriers would result in a budget surplus

2013 – 10E

29

Dear Stop ERA Friend . . .

In the face of all the pressure the ERAers are exerting this month, we need to remind all our Senators and Representatives that we are counting on them —

- 1) To vote NO on ERA, and
- 2) To resist all efforts to eliminate the 3/5th majority that the Illinois Constitution requires for constitutional amendments.

—Letter from the National Chairman of Stop ERA, December 6, 1978

The author of this letter was —

- A a leader of the Civil Rights movement
- B the cofounder of the National Organization for Women
- C a leader of a conservative interest group
- D the cofounder of *Ms.* magazine

Social Studies
Vertical Alignment by Grade

Strand: History

TEK:	TEK: 10 - TSU the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990 11 - TSU the emerging political, economic, and social issues of the United States from the 1990s into the 21st century	TEK: TSU the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲10D Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, & the Iran Hostage Crisis ▲11A Describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror	SE: ■14A Summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda ■14B Explain the U.S. response to terrorism from September 11, 2001, to the present	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

10D – NT

11A – 1 Qu/0% dual w/29B

2013 STAAR:

10D – 1 Qu/0%

11A – 1 Qu/33%

2013 – 10D

36 In 1979 the Shah of Iran was forced into exile. The U.S. government later allowed the Shah to enter the United States for medical treatment. This perceived U.S. support for the Shah of Iran resulted in which of the following?

- F** Iran attacked a U.S. military base in Asia.
- G** Soviet forces began an occupation of Iran.
- H** Israel demanded U.S. support for the strategic bombing of cities in Iran.
- J** Revolutionaries kidnapped a group of U.S. citizens in Iran.

2013 – 11A

68 Which headline describes an event that resulted from the terrorist attacks on September 11, 2001?

- F** "Israeli-Palestinian Negotiations Resume"
- G** "Debt Crisis Shakes European Union"
- H** "Russia Increases Petroleum Exports"
- J** "Troops Deployed to Afghanistan"

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK:	TEK: TS communicates in written, oral, and visual forms
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Government	U.S. History	W. History	W. Geography
SE: 21C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate	SE: 30C Use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate	SE:	SE: 22E Create original work using proper citations and understanding and avoiding plagiarism
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 22E Create original work using proper citations and understanding and avoiding plagiarism	SE: 30C Transfer info. from one medium to another, incl. written to visual and statistical to written or visual, using computer software as appropriate	SE: 22C Transfer info. from one medium to another, incl. written to visual and statistical to written or visual, using computer software as appropriate	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK:	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: TSU the concepts of location, distance, and direction on maps and globes
6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 6B Translate geographic data into a variety of formats such as raw data to graphs and maps	SE: 6B Translate geographic data, population distribution, & natural resources into a variety of formats such as graphs and maps	SE: 5D Create & interpret maps of places and regions that contain map elements, incl. a title, compass rose, legend, scale, and grid system
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TSU the concepts of location, distance, and direction on maps and globes	TEK: 5 - TS uses simple geographic tools such as maps and globes 6 - TSU the locations and characteristics of places and regions in the community, state, and nation	TEK: TSU the relative location of places	TEK: TSU the concept of location
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 5D Create & interpret maps of places and regions that contain map elements, incl. a title, compass rose, legend, scale, and grid system	SE: 5B Create maps to show places and routes within the home, school, and community 6C Examine information from various sources about places and regions	SE: 5A Create and use simple maps such as maps of the home, classroom, school, and community	SE: 4C Identify tools that aid in determining location, including maps and globes
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			*What are maps & globes?

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: 15 - TS uses geographic skills and tools to collect, analyze, and interpret data 16 - TSU the impact of geographic factors on major historic events and processes	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
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Government	U.S. History	W. History	W. Geography
SE: 21D Create written, oral, and visual presentations of social studies information	SE: 31A Create thematic maps, graphs, and charts representing various aspects of the United States 31B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases	SE: 15A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation 16C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past	SE: 21B Locate places of contemporary geopolitical significance on a map 21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History	W. Geography
2012 STAAR: 31B – 2 Qu/100%	2012 STAAR: 15A – 2 Qu/0%	2012 STAAR: 21B – 1 Qu/41% 21C – 7 Qu/65%
2013 STAAR: 31B - NT	2013 STAAR: 15A – 2 Qu/47%	2013 STAAR: 21B – NT 21C – 7 Qu/56%
	2013 – 15A Dual coded with 4H, 10A	2013 – 21C Dual coded with 7A, 1B, 4A, 7C, 13B, 9A, 8B

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: TS uses geographic tools to answer geographic questions
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 21B Locate places of contemporary geopolitical significance on a map 21C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change	SE: 29I Create thematic maps, graphs, charts, models, and databases representing various aspects of the US 29J Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases	SE: 8A Create & interpret thematic maps, graphs, charts, models, and databases representing various aspects of TX during the 19th, 20th, and 21st centuries	SE: 3D Create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, & economic activities of various world regions and countries. 3A Pose and answer geographic questions, including: Where is it? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			*Create thematic maps, graphs, models, databases
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			thematic maps, graphs, charts, models, population, disease, economic activities


Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

6 th Grade	5 th Grade	4 th Grade	3 rd Grade
TEK: TS uses geographic tools to answer geographic questions	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: TS uses geographic tools to collect, analyze, and interpret data	TEK: TSU the concepts of location, distance, & direction on maps and globes
SE: 3D Create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, & economic activities of various world regions and countries. 3A Pose and answer geographic questions, including: Where is it? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?	SE: 6A Apply geographic tools, incl. grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	SE: 6A Apply geographic tools, incl. grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps	SE: 5B Use a scale to determine the distance between places on maps & globes 5C Identify and use the compass rose, grid system, and symbols to locate places on maps and globes 5A Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, TX, in relation to the local community
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
*Create thematic maps, graphs, models, databases	*Group Project – construct a map of the current U. S. (goes w/7A,B)	*Use a TX map to gather data – using a grid system, legend, compass rose, etc. *Apply (put to use) the tools by interpreting & creating a map *Continue these skills as they learn about Regions, American Indian groups, explorers & settlements *Can create a map tracing explorer routes, region maps *Use a grid to color in symbols of TX *I know statements or writing assignments – apply information to answer question	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		*Apply – put to use (use real life)	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
thematic maps, graphs, charts, models, population, disease, economic activities	geographic tools, grid systems, legends, scale(s), compass rose, construct, interpret, analyze, data	grid systems, legends, symbols, scales, compass rose	

Social Studies
Vertical Alignment by Grade

Strand: Geography / Social St. Skills

TEK: TSU the concepts of location, distance, and direction on maps & globes	TEK: TS uses simple geographic tools such as maps and globes	TEK: TSU the relative location of places	TEK: TSU the concept of location
3rd Grade	2nd Grade	1st Grade	Kindergarten
SE: 5B Use a scale to determine the distance between places on maps and globes 5C Identify and use the compass rose, grid system, and symbols to locate places on maps and globes 5A Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, TX, in relation to the local community	SE: 5A Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys	SE: 4B Describe the location of self and objects relative to other locations in the classroom and school. 4A Locate places using the four cardinal directions	SE: 4B Locate places on the school campus and describe their relative locations 4A Use terms, including over, under, near, far, left, and right, to describe relative location
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
*Activity-Identify cardinal locations in the classroom – move from north to south, east & west, etc. ; Transfer information to paper/map; Incorporate plot from Math/grid and scale to locate places on a map & the distance between places	*Jan Brett Author Study – Locate different places stories take place; Use N, S, E, W when locating different places *Title of map is very important (just like you glean information from a story)		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Determine – calculate Identify – apply Locate – find Use – apply to geography skills	Location of self – mall directory (you are here) – Orientation: student location is considered when looking at map (student facing East by transferring to actual East on map)	*Students should be able to use mall map. *You are here. Where do you go to get to _____? 	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
map, globe, compass rose, legend, symbol scale, cardinal directions, intermediate directions	title, legend, map, globe, north (N), south (S), east (E), west (W)	beside, next to, under, north, south, west, east	

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU why certain places or regions are important to the US	TEK: TSU the causes and effects of migration & immigration on American society	TEK: 15 - TS uses geographic skills and tools to collect, analyze, and interpret data 16 - TSU the impact of geographic factors on major historic events and processes	TEK: TSU the types, patterns, and processes of settlement TSU how physical processes shape patterns in the physical environment
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Government	U.S. History	W. History	W. Geography
SE: 4A Identify the significance to the United States of the location & key natural resources of selected global places or regions 4B Analyze how US foreign policy affects selected places and regions	SE: ▲ 13A Analyze the causes and effects of changing demographic patterns resulting from migration within the United States, incl. western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt ▲ 13B Analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States	SE: 15B Analyze and compare geographic distributions & patterns in world history shown on maps, graphs, charts, and models ▲ 16B Analyze the influence of human & physical geographic factors on major events in world history, incl. the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals	SE: ■ 6A Locate and describe human and physical features that influence the size & distribution of settlements ▲ 3B Describe the physical processes that affect the environments of regions, incl. weather, tectonic forces, erosion, and soil-building processes
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History	W. Geography
2012 STAAR: 13A – 1 Qu/0% dual w/29B 13B – 1 Qu/0% dual w/29B	2012 STAAR: 15B – 3 Qu/0% 16B – 2 Qu/0% dual w/15B	2012 STAAR: 6A – NT 3B – 3 Qu/76% dual w/21A & 22C
2013 STAAR: 13A – 1 Qu/67% dual w/29B 13B – 1 Qu/33% dual w/29H	2013 STAAR: 15B – 1 Qu/66% 16B – 1 Qu/ 55%	2013 STAAR : 6A – 1 Qu/73% 3B – 1 Qu/59%
2013 – 13A	2013 – 15B Dual coded with 7C	2013 – 6A

15

Growth Rate of the Population Age 65 and Older by State, 2000–2005

KEY

- 0 or less
- 0.1% to 5.1%
- 5.2% to 10.2%
- 10.3% or more

United States Average: 5.1%

Source: U.S. Census Bureau and Congressional Research Service

The information on this map best supports the conclusion that between 2000 and 2005 —

- A health-care costs decreased in the Northeast
- B Social Security payments decreased in the Pacific Northwest
- C income tax revenues increased in the Midwest
- D Medicare spending increased in the Southwest

2013 – 16B

47 The opening of which canal significantly reduced the time and money required to ship goods between the East Coast and the West Coast of the United States?

- A Erie Canal
- B Panama Canal
- C Suez Canal
- D Grand Canal

27

Satellite Image of Part of the Eastern Hemisphere at Night

Source: NASA

Which conclusion is supported by the image?

- A There are many large cities located in eastern Indonesia.
- B The eastern part of China is more developed than the western part.
- C There are fewer cities in western India than in Tibet.
- D The northern region of Australia has more cities than the southern region.

2013 – 13B

58

Selected Foreign-Born Populations in Florida, 1900

Country of Birth	Population
China	118
Cuba	6,744
Denmark	204
Canada	1,199
Total Foreign-Born in Florida	23,832

Source: U.S. Census Bureau

This table supports the conclusion that in 1900 —

- F people moved to areas with religious protections similar to those in their native country
- G geographic proximity to native countries influenced immigration patterns
- H economic incentives offered by native countries encouraged emigration
- J people moved to areas with government regulations similar to those in their native country

2013 – 3B

59 Which physical process formed the landform along the northeastern border of India?

- A The deposition of sediment by floods
- B The eruption of active volcanoes
- C The erosion of surfaces by wind
- D The collision of tectonic plates

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU the types, patterns, and processes of settlement TSU how physical processes shape patterns in the physical environment	TEK: TSU the location and characteristics of places and regions of the US, past & present	TEK: TSU the location and characteristics of places and regions of Texas	TEK: 3 - TS uses geographic tools to answer geographic questions 5 - TSU how geographic factors influence the economic development, political relationships, and policies of societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■6A Locate and describe human and physical features that influence the size & distribution of settlements ▲3B Describe the physical processes that affect the environments of regions, incl. weather, tectonic forces, erosion, and soil-building processes	SE: ▲10B Compare places & regions of the US in terms of physical and human characteristics ▲10C Analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States	SE: 9B Compare places and regions of Texas in terms of physical and human characteristics 9C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas	SE: 3C Compare various world regions and countries using data from geographic tools, incl. maps, graphs, charts, databases, and models 5B Identify geographic factors such as location, physical features, transportation corridors & barriers, & distribution of natural resources that influence a society's ability to control territory
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

8th Grade

2012 STAAR:
6A – NT
3B – 3 Qu/76% dual w/21A & 22C

2012 STAAR:
10B – 2 Qu/40% dual w/29B
10C – 1 Qu/63% dual w/29C


2013 STAAR:
6A – 1 Qu/73% dual w/21A
3B – 1 Qu/59%

2013 STAAR:
10B – 2 Qu/64% dual w/29C

2013 – 6A

27

Satellite Image of Part of the Eastern Hemisphere at Night



Source: NASA

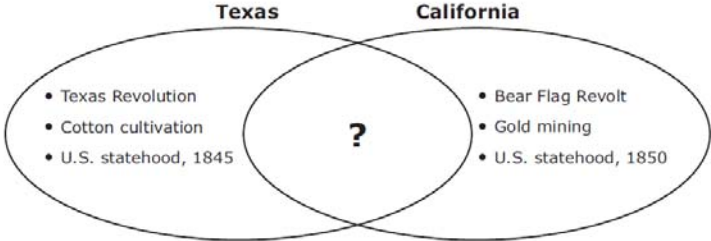
Which conclusion is supported by the image?

- A There are many large cities located in eastern Indonesia.
- B The eastern part of China is more developed than the western part.
- C There are fewer cities in western India than in Tibet.
- D The northern region of Australia has more cities than the southern region.

2013 – 3B

- 59 Which physical process formed the landform along the northeastern border of India?
- A The deposition of sediment by floods
 - B The eruption of active volcanoes
 - C The erosion of surfaces by wind
 - D The collision of tectonic plates

2013 – 10B



1 Which of the following best replaces the question mark in the diagram above?

- A Former Mexican territory
- B Dependent on slavery
- C Settled by Mormons
- D Large coal deposits

- 7 How did geography influence the early economic development of New York, Boston, and Charleston?
- A Long coastlines offered abundant natural resources.
 - B Proximity to flooding rivers limited development.
 - C Natural harbors provided access to markets.
 - D Extreme climates limited productive activity.

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: 3 - TS uses geographic tools to answer geographic questions 5 - TSU how geographic factors influence the economic development, political relationships, and policies of societies	TEK: TSU the concept of regions in the United States	TSU the concept of regions	TEK: TSU how humans adapt to variations in the physical environment
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3C Compare various world regions and countries using data from geographic tools, incl. maps, graphs, charts, databases, and models 5B Identify geographic factors such as location, physical features, transportation corridors & barriers, & distribution of natural resources that influence a society's ability to control territory	SE: 7A Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity 7B Describe a variety of regions in the US such as landform, climate, & vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains	7A Describe a variety of regions in TX and the U.S. such as political, population, and economic regions that result from patterns of human activity 7B Identify, locate, & compare geographic regions of TX (Mtns & Basins, Great Plains, N. Central Plains, Coastal Plains), incl. their landforms, climate, & vegetation 7C Compare the geographic regions of TX (Mountains & Basins, Great Plains, N. Central Plains, Coastal Plains) with regions of the US & other parts of the world	SE: 4E Identify and compare the human characteristics of various regions. 4A Describe & explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards 4C Describe the effects of physical processes such as volcanoes, hurricanes, & earth-quakes in shaping the landscape
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*Compare – display on wall maps of different countries	*Could use U.S. map & have large dots for populations/cities	*Show pictures & videos of different regions in TX & color in a map & label *Use a chart to compare/contrast regions *Add a part to chart adding another region in the U.S. that is similar to a part of TX & other parts of world	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
*compare world regions	*How have human activity, landforms, climate, and vegetation caused/affected regions growth?	*Compare TX regions & then compare TX regions to other U.S. & world regions (5 th grade study Great Plains, Rocky Mtns., & Coastal Plains in U.S.) *Understand the concept of regions – areas are naturally grouped based on various factors	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
physical features, natural resources, transportation, corridors, barriers	region(s), landform, climate, population, vegetation, physical characteristics, Great Plains, Rocky Mountains, patterns of human activity, economic regions, Coastal Plains, politics, political	regions, Mountains & Basins, Great Plains, North Central Plains, Coastal Plains, landforms, climate, vegetation, population, political, economics, natural resources	

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU how humans adapt to variations in the physical environment	TEK:	TEK: TSU various physical and human characteristics	TEK: TSU physical and human characteristics of place
3rd Grade	2nd Grade	1st Grade	Kindergarten
SE: 4E Identify and compare the human characteristics of various regions. 4A Describe & explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards 4C Describe the effects of physical processes such as volcanoes, hurricanes, & earth-quakes in shaping the landscape	SE:	SE: 6C Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location. 6A Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather	SE: 5B Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location. 5A Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
*Use visuals, PowerPoint		*6A – <u>Landforms</u> 1 st – plains, island; K – hills, mountain <u>Bodies of water</u> 1 st – river, pond; K – ocean, lake <u>Natural Resources</u> 1 st – soil, water, trees, oil, natural gas, animals; K – oil, trees <u>Weather</u> – seasons are connected to weather	*5B – Integrate actual map to show differences in shelter, clothing, food & activities. Why do they wear certain clothes, live in certain houses, & have certain jobs compared to our jobs, clothing, food, etc. (M&M activity) 5A – <u>Landforms</u> -mountains, hills <u>Bodies of water</u> -oceans, lakes <u>Natural resources</u> -oil – TX Public School Week, trees-recycling <u>Weather</u> -calendar daily, what weather is like in Gilmer/Texas
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
*Ways regions/communities adapted to different environments - What is the climate like? -What do homes look like? -Do they have heat/air? -What clothes do they wear? -How do they make their living?			*To give students a visual link at why these things are different specify 5A to build to 1 st grade & 2nd
Vocabulary	Vocabulary	Vocabulary	Vocabulary
climate, landforms, natural resources, natural hazards		Plains, island, hills, mountains	hills, mountains, lake, ocean, oil, trees (timber)

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK: TSU the impact of geographic factors on major events	TEK: TSU the impact of geographic factors on major historic events and processes	TEK: TSU the growth, distribution, movement, & characteristics of world population
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■ 12B Identify & explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts	SE: ■ 16A Locate places and regions of historical significance directly related to major eras and turning points in world history	SE: ■ 7A Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History	W. Geography
2012 STAAR: 12B – 2 Qu/100% dual w/31B	2012 STAAR: 16A – 1 Qu/0% dual w/29F	2012 STAAR: 7A – 1 Qu/83% dual w/21A
2013 STAAR: 12B – 1 Qu/33% dual w/29B	2013 STAAR: 16A - NT	2013 STAAR: 7A – 1 Qu/41% dual w/21C
2013 – 12B		2013 – 7A

14

To His Excellency William McKinley, President, and the Senate, of the United States of America . . .

We, the undersigned, native Hawaiian citizens . . . who are members of the Hawaiian Patriotic League of the Hawaiian Islands, and others who are in sympathy with the said League, earnestly protest against the . . . [addition] of the said Hawaiian Islands to the said United States of America in any form or shape.

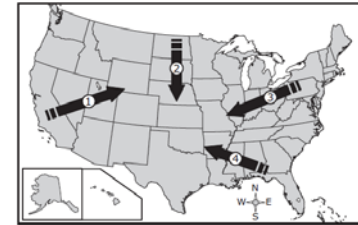
— *Petition, 1897*

What were these Hawaiian citizens protesting?

- F** The forced annexation of the islands as a U.S. territory after the overthrow of the Hawaiian monarchy
- G** The classification of the islands as a protectorate after the Hawaiian government signed a treaty with the United States
- H** The granting of U.S. statehood to the islands after they were purchased from the Hawaiian monarch
- J** The colonization of the islands by political refugees from the United States

14

The United States



Which arrow shows the general direction of the population shift in the United States over the last two centuries?

- F** 1
- G** 2
- H** 3
- J** 4

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU the growth, distribution, movement, & characteristics of world population	TEK: TSU the location and characteristics of places and regions of the United States, past and present	TEK: TSU the location and characteristics of places and regions of Texas	TEK: 3 - TS uses geographic tools to answer geographic questions 4 - TSU the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes & uses latitude & longitude to determine absolute locations
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■ 7A Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends	SE: ■10A Locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries	SE: 9A Locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions & places of importance in TX during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest	SE: 3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? 4A Locate various contemporary societies on maps and globes using latitude & longitude to determine absolute location 4F Identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, N. & S. Korea, Indonesia, & Australia
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
7A – 1 Qu/83% dual w/21A

2012 STAAR:
10A – 1 Qu/64% dual w/29C

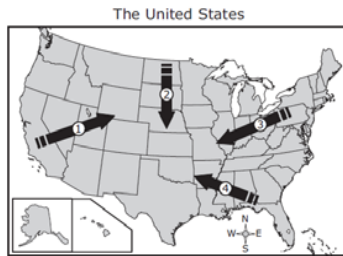
2013 STAAR:
7A – 1 Qu/41% dual w/21C

2013 STAAR:
10A – 1 Qu/86% dual w/29C

2013 – 7A

2013 – 10A

14



Which arrow shows the general direction of the population shift in the United States over the last two centuries?

- F 1
- G 2
- H 3
- J 4

31



A tourist would most likely go to the location shown on the map to visit —

- A the Elizabeth Cady Stanton House in Women’s Rights National Historical Park
- B Historic Jamestowne in Colonial National Historical Park
- C Independence Hall in Independence National Historical Park
- D George Washington’s Headquarters in Valley Forge National Historical Park

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: 3 - TS uses geographic tools to answer geographic questions 4 - TSU the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes & uses latitude & longitude to determine absolute locations	TEK: TSU the concept of regions in the US	TEK: TSU the location and patterns of settlement and the geographic factors that influence where people live	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3A Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? 4A Locate various contemporary societies on maps and globes using latitude & longitude to determine absolute location 4F Identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, N. & S. Korea, Indonesia, & Australia	SE: 7C Locate on a map important political features such as the 10 largest urban areas in the US, the 50 states & their capitals, and regions such as the Northeast, the Midwest, and the Southwest 7D Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*Globe/Latitude/Longitude activity on playground *Absolute location of countries & major cities throughout the year	*1 st Six Weeks – U.S. Map Lesson		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
absolute location, latitude, longitude	Rocky Mountains, Mississippi River, Great Plains, Midwest, northeast, southeast, urban areas, locate, political features		

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK: 6 - TSU the locations & characteristics of places & regions in the community, state, and nation	TEK: TSU the purpose of maps and globes	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE: 6B Locate places of significance, incl. the local community, TX, the state capital, the U.S. capital, major cities in TX, the coast of TX, Canada, Mexico, and the US on maps and globes 6A Identify major landforms & bodies of water, incl. each of the continents & each of the oceans, on maps and globes	SE: 5B Locate the community, Texas, and the United States on maps and globes	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
	*Balloon – creating a globe, glue on continents & label oceans; locate places of significance; identify major landforms, bodies of water, continents	*Straw in cup & cup in box *Use maps to locate places *Map bigger scale (small space) *Globe (world/bigger space)	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		*Understand purpose of maps & globes	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	continent, ocean, valley, hills, mountain, island, globe, region, location, peninsula, plain		

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU how geography can influence U.S. political divisions and policies	TEK: The student understands the relationship between population growth and modernization on the physical environment	TEK:	TEK: 9 - TSU the concept of region as an area of Earth's surface with related geographic characteristics 7 – TSU the growth, distribution, movement, & characteristics of world population
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Government	U.S. History	W. History	W. Geography
SE: 3B Examine political boundaries to make inferences regarding the distribution of political power	SE: ■14B 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 ■14C Understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property right	SE:	SE: ■9B Describe different types of regions, including formal, functional, and perceptual regions ▲7B Explain how political, economic, social, & environmental push and pull factors and physical geography affect the routes and flows of human migration
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. Geography
2012 STAAR: 14C - NT	2012 STAAR: 7B – 2 Qu/63% dual w/22C & 21A
2013 STAAR: 14C – 1 Qu/33%	2013 STAAR: 7B – 3 Qu/56%
<p style="text-align: center;">2013 – 14C</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>24 Under the U.S. Constitution, the government may not take private property unless —</p> <ul style="list-style-type: none"> F the land requires extensive restoration G the government determines that the land is critical to developers' profits H the landowner refuses to build a home on the land J the government pays the owner fair compensation for the land </div>	<p style="text-align: center;">2013 – 7B</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>33 Which of these best explains the population shift in Europe that resulted from the formation of the European Union?</p> <ul style="list-style-type: none"> A People migrated to western Europe in search of employment in more-industrialized countries. B Increased opportunities for trade with Africa encouraged people to migrate to southern Europe. C The development of new markets in former Soviet countries encouraged people to migrate to eastern Europe. D People migrated to northern Europe in search of greater economic and political freedoms. </div>

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: 9 - TSU the concept of region as an area of Earth's surface with related geographic characteristics 7 – TSU the growth, distribution, movement, & characteristics of world population	TEK: TSU the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century	TEK: 8 - TS uses geographic tools to collect, analyze, and interpret data 10 - TSU the effects of the interaction between humans & the environment in TX during the 19th, 20th, and 21st centuries	TEK: 3 - TS uses geographic tools to answer geographic questions 7 - TSU the impact of interactions between people & the physical environment on the development and conditions of places and regions
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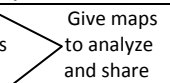
W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■9B Describe different types of regions, including formal, functional, and perceptual regions ▲7B Explain how political, economic, social, & environ-mental push and pull factors and physical geography affect the routes and flows of human migration	SE: ▲11A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, & economic activities in the US during the 17th, 18th, and 19th centuries ■11B Describe the positive and negative consequences of human modification of the physical environment of the US	SE: 8B Analyze & interpret geographic distributions and patterns in Texas during the 19th, 20th, & 21st centuries 10A Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications	SE: 3B Pose and answer questions about geographic distributions and patterns for various world regions & countries shown on maps, graphs, charts, models, and databases 7A Identify & analyze ways people have adapted to the physical environment in various places and regions 7B Identify & analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure 7C Describe ways in which technology influences human interactions with the environment such as humans building dams for flood control
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 7B – 2 Qu/63% dual w/22C & 21 A	2012 STAAR: 11A – 2 Qu/58% dual w/29B 11B – 1 Qu/64%
2013 STAAR: 7B – 3 Qu/ 56%	2013 STAAR:
<p style="text-align: center;">2013 – 7B</p> <div style="border: 1px solid black; padding: 5px;"> <p>33 Which of these best explains the population shift in Europe that resulted from the formation of the European Union?</p> <p>A People migrated to western Europe in search of employment in more-industrialized countries.</p> <p>B Increased opportunities for trade with Africa encouraged people to migrate to southern Europe.</p> <p>C The development of new markets in former Soviet countries encouraged people to migrate to eastern Europe.</p> <p>D People migrated to northern Europe in search of greater economic and political freedoms.</p> </div>	

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: 3 - TS uses geographic tools to answer geographic questions 7 - TSU the impact of interactions between people & the physical environment on the development & conditions of places & regions	TEK: 8 - TSU the location & patterns of settlement & the geographic factors that influence where people live 9 - TSU how people adapt to and modify their environment	TEK: 8 - TSU the location & patterns of settlement & the geographic factors that influence where people live 9 - TSU how people adapt to and modify their environment	TEK: TSU how humans adapt to variations in the physical environment
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 3B Pose and answer questions about geographic distributions and patterns for various world regions & countries shown on maps, graphs, charts, models, and databases 7A Identify & analyze ways people have adapted to the physical environment in various places and regions 7B Identify & analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure 7C Describe ways in which technology influences human interactions with the environment such as humans building dams for flood control	SE: 8B Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present 9A Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs 9B Analyze the positive and negative consequences of human modification of the environment in the US, past and present	SE: 8C Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present. 9A Describe ways people have adapted to and modified their environment in Texas, past & present, such as timber clearing, agricultural production, wetlands drainage, energy production, & construction of dams 9C Compare the positive and negative consequences of human modification of the environment in TX, past and present, both governmental and private, such as economic development & the impact on habitats and wildlife as well as air and water quality	SE: 4B Identify & compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 4D Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Adapting Modifications Interacting  *7C – Nile River – Make connection to Mississippi River	*1 st Six Wks – U.S. Map Lesson		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
	*Need foundational background of U.S. (all factors described in TEKS here) before a true understanding can be had before you begin Western expansion		
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	adapted (adapt), modified (modify), describe (features), explain, analyze, environment, past, present, human resources, basic needs, positive & negative consequences, human modification, distribution of population, patterns of settlement, influence		

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU how humans adapt to variations in the physical environment	TEK: 7 - TSU how physical characteristics of places & regions affect people's activities & settlement patterns 8 - TSU how humans use & modify physical environment	TEK:	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 4B Identify & compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains 4D Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape	SE: 7A Describe how weather patterns and seasonal patterns affect activities and settlement patterns; 7B Describe how natural resources and natural hazards affect activities and settlement patterns 8A Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil 8B Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*Use visuals *America the Beautiful book *Google Earth	*Calendar vs. seasons over whole year not just month (1 st grade does month alone)		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
*How & why are homes different? *Why are homes in this area? *Conservation/pollution affects/shapes landscape			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
conservation, pollution, landscape, desert, mountain, wetlands, plains			

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK:	TEK: TSU how people adapt to and modify their environment	TEK:
6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE:	SE: 9B Identify reasons why people have adapted to & modified their environment in TX, past & present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK: 7 - TSU how physical characteristics of places & regions affect people's activities & settlement patterns 8 - TSU how humans use & modify physical environment	TEK: TSU various physical & human characteristics	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE:	SE: 7C Explain how people depend on the physical environment and natural resources to meet basic needs 8C Identify ways people can conserve and replenish natural resources	SE: 6B Identify examples of and uses for natural resources in the community, state, and nation	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK:	TEK: TSU the characteristics, distribution, and migration of population in TX in the 19th, 20th, & 21st centuries	TEK: 4 - TSU the factors that influence the locations & characteristics of locations of various contemporary societies on maps & globes & uses latitude & longitude to determine absolute locations 5 – TSU how geographic factors influence the economic development, political relationships, & policies of societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 11C Analyze the effects of the changing population distribution & growth in TX during the 20th & 21st centuries & the additional need for education, health care, & transportation	SE: 4B Identify & explain the geographic factors responsible for patterns of population in places and regions 4D Identify & locate major physical & human geographic features such as landforms, water bodies, & urban centers of various places & regions 4E Draw sketch maps that illustrate various places & regions 5A Identify & explain the geographic factors responsible for the location of economic activities in places & regions 5C Explain the impact of geographic factors on economic development & the domestic & foreign policies of societies
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography

<p>4 - TSU the factors that influence the locations & characteristics of locations of various contemporary societies on maps & globes & uses latitude & longitude to determine absolute locations 5 – TSU how geographic factors influence the economic development, political relationships, & policies of societies</p>	<p>TEK: TSU the location & patterns of settlement and the geographic factors that influence where people live</p>	<p>TEK: TSU the location and patterns of settlement and the geographic factors that influence where people live</p>	<p>TEK:</p>
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>4B Identify & explain the geographic factors responsible for patterns of population in places and regions 4D Identify & locate major physical & human geographic features such as landforms, water bodies, & urban centers of various places & regions 4E Draw sketch maps that illustrate various places & regions 5A Identify & explain the geographic factors responsible for the location of economic activities in places & regions 5C Explain the impact of geographic factors on economic factors on economic development & the domestic & foreign policies of societies</p>	<p>SE: 8C Analyze the reasons for the location of cities in the US, incl. capital cities, & explain their distribution, past and present. 8A Identify and describe the types of settlement and patterns of land use in the United States</p>	<p>SE: 8B Describe and explain the location & distribution of various towns and cities in TX, past and present 8A Identify and explain clusters & patterns of settlement in TX at different time periods such as prior to the TX Revolution, after the bldg. of the railroads, & following World War II</p>	<p>SE:</p>
<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>
		<p>*Field trip to Jefferson *Teach these skills as we study various times in history – keep going back to map & understand why people settled where they did *Mentoring Minds activity – locating cities with odd names *Use riddles in team competition to explain location of various towns & cities</p>	
<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK: TSU how physical characteristics of places & regions affect people's activities and settlement patterns	TEK:	TEK:
3rd Grade	2nd Grade	1st Grade	Kindergarten
SE:	SE: 7D Identify the characteristics of different communities, incll. urban, suburban, and rural, and how they affect activities and settlement patterns	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK:	TEK: 10 - TSU the effects of the interaction between humans & the environment in TX during the 19th, 20th, and 21st centuries 11 – TSU the characteristics, distribution, & migration of population in TX in the 19th, 20th, & 21st centuries	TEK: TSU that geographical patterns result from physical environmental processes
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 10B Explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, & alternative energy sources have affected the political, economic, & social development of Texas 11D Describe the structure of the population of TX using demographic concepts such as growth rate and age distribution	SE: 6B Identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber 6A Describe & explain the effects of physical environmental processes such as erosion, ocean currents, & earth-quakes on Earth's surface 6C Analyze the effects of the interaction of physical processes and the environment on humans
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK:	TEK:	TEK: 3 – TSU how physical processes shape patterns in the physical environment 4 – TSU the patterns & characteristics of major landforms, climates & ecosystems of Earth & the interrelated processes that produce them 5 – TSU how political, economic, and social processes shape cultural patterns & characteristics in various places and regions
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE:	SE: ■ 3A Explain weather conditions & climate in relation to annual changes in Earth-Sun relationships ■ 3C Examine physical processes that affect the lithosphere, atmosphere, hydrosphere, & biosphere ▲ 4A Explain how elevation, latitude, wind systems, ocean currents, position on a continent, & mountain barriers influence temperature, precipitation, & distribution of climate regions ■ 4B Describe different landforms & physical processes that cause their development ■ 4C Explain the influence of climate on the distribution of biomes in different regions ▲ 5A Analyze how the character of a place is related to its political, economic, social, & cultural elements ■ 5B Interpret political, economic, social, & demographic indicators (gross domestic product per capita, life expectancy, literacy, & infant mortality) to determine the level of development & standard of living in nations using the terms Human Development Index, less developed, newly industrialized, & more developed
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

2012 STAAR:

3A – 1 Qu/72% dual w/21A

4A – 2 Qu/85% dual w/21A & 21C

4B – 2 Qu/90% dual w/21C

4C – 1 Qu/59%

5A – 2 Qu/62% dual w/22C & 21C

5B – 2 Qu/78% dual w/21A

2013 STAAR:

3A – 1 Qu/65%

4A – 3 Qu/65% dual w/21C

4B – NT

4C – 2 Qu/59% dual w/21A

5A – 2 Qu/64% dual w/21A

5B – 1 Qu/68% dual w/21A

2013 – 3A

2013 – 4A

2013 – 4C

64

Average Temperatures in Rome

Month	Daily Average High Temperature (°C)
January	11
July	30

One reason for the difference between these temperatures is —

- F the amount of carbon dioxide present in the atmosphere
- G the tilt of Earth on its axis
- H the tidal pull of the moon
- J the distance between Earth and the sun

2013 – 4A

61 Which two factors have the greatest effect on climate?

- A Longitude and vegetation
- B Latitude and distance from water
- C Soil type and altitude
- D Mountain barriers and amount of arable land

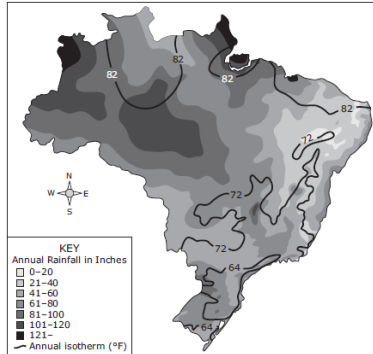
2013 – 4A

42 Which of these factors most influence the climate of Death Valley?

- F Rain-shadow effect and low elevation
- G Longitudinal location and severe thunderstorms
- H Location in the tropics and seasonal monsoons
- J Proximity to cold ocean currents and location in a high-pressure zone

24

Temperature and Precipitation Map of Brazil, 1977



Which factor best explains the climate distribution of northern Brazil?

- F Being located at tropical latitudes
- G The effects of the flow of cool ocean currents
- H Distance from the continental shelf
- J Elevation above sea level

5

Coniferous Trees in the Taiga Biome of Eurasia

- Larch
- Spruce
- Fir
- Pine

The trees listed above are similar because they —

- A all require very little moisture
- B are all unable to flourish at high elevations
- C all depend on large birds to spread their seeds
- D are all adapted to cold regions

2013 – 4C

56 Earth's Arctic biome is located above 66°N latitude. Which statement best explains why low-growing plants in this biome thrive only in the spring and summer months?

- F Excessive levels of precipitation in early spring cause frequent floods in the biome.
- G The biome receives the greatest amount of solar energy during the spring and summer months.
- H The permafrost in the biome traps toxic levels of carbon dioxide during the winter months.
- J Year-round human activity disrupts the life cycles of native organisms in the biome.

W. Geography

2012 STAAR:

3A – 1 Qu/72% dual w/21A

4A – 2 Qu/85% dual w/21A & 21C

4B – 2 Qu/90% dual w/21C

4C – 1 Qu/59%

5A – 2 Qu/62% dual w/22C & 21C

5B – 2 Qu/78% dual w/21A

2013 STAAR:

3A – 1 Qu/65%

4A – 3 Qu/65% dual w/21C

4B – NT

4C – 2 Qu/59% dual w/21A

5A – 2 Qu/64% dual w/21A

5B – 1 Qu/68% dual w/21A

2013 – 5A

34



Brazilian favelas such as the one shown above began to expand rapidly in the 1970s. What was one reason for this expansion?

- F Migrants from rural areas could not afford to settle in city centers.
- G The government was not able to provide utilities and sanitation services to remote settlements.
- H The government forcibly relocated indigenous populations from rural areas.
- J Regional conflicts resulted in the establishment of large refugee camps.

2013 – 5A

57

Boxing Day is a holiday traditionally celebrated the day after Christmas in some countries. Some people celebrate by plunging into the ice-cold waters of the North Sea or nearby frozen lakes and rivers.

The Boxing Day celebration described above is most likely a cultural tradition of which region?

- A Southwest Asia
- B North Africa
- C Northern Europe
- D Central America

2013 – 5B

17

Development Indicators for Selected South American Countries, 2008

Country	Life Expectancy at Birth (years)	Immunization Rate for Measles (of children aged 12–23 months)	Annual Population Growth
Argentina	75	99%	1.0%
Bolivia	66	86%	1.8%
Brazil	72	99%	1.0%
Peru	73	90%	1.1%

Source: The World Bank

Which conclusion is best supported by the data in this table?

- A Health care was more expensive in Argentina than in Brazil.
- B The quality of life was better in Peru than in Brazil.
- C Peru had a greater number of young people than Bolivia.
- D Bolivia had a lower standard of living than Argentina.

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK: TSU how geography ca influence U. S. political divisions and policies	TEK:	TEK:	TEK: 6 – TSU the types, patterns, & processes of settlement 7 – TSU the growth, distribution, movement, & characteristics of world population 8 – TSU how people, places, & environment are connected & interdependent 9 – TSU the concept of region as an area of Earth’s surface with related geographic characteristics
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Government	U.S. History	W. History	W. Geography
SE: 3A Understand how population shifts affect voting patterns	SE:	SE:	SE: ▲ 6B Explain the processes that have caused changes in settlement patterns, incl. urbanization, transportation, access to and availability of resources, and economic activities ▲ 7C Describe trends in world population growth and distribution ■ 7D Examine benefits & challenges of globalization, incl. connectivity, standard of living, pandemics, & loss of local culture ▲ 8B Describe the interaction between humans & the physical environment & analyze the consequences of extreme weather & other natural disasters such as El Niño, floods, tsunamis, & volcanoes ■ 8C Evaluate the economic & political relationships between settlements & the environment, incl. sustainable development & renewable/non-renewable resources ▲ 9A Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, & religion that constitute a region
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

2012 STAAR:

6B – 2 Qu/65%

7C – 1 Qu/47% dual w/21A

7D – 1 Qu/57% dual w/21A

8B – 2 Qu/79% dual w/21A

8C – 1 Qu/75% dual w/21A

9A – 2 Qu/76% dual w/21C

2013 STAAR:

6B – 3 Qu/63%

7C – 1 Qu/58% dual w/21C

7D – 1 Qu/52%

2013 – 6B

15 Which factor attracted many Europeans to New York City in the mid-nineteenth century?

- A The increase in economic opportunities due to expanding industrialization
- B An improvement in living conditions due to innovations in sanitation
- C The ease of travel due to the construction of transportation networks
- D An increase in agricultural productivity due to climate conditions

2013 – 6B

40 Why did many cities expand in size during the early twentieth century?

- F Government projects made port cities accessible to large ships.
- G Recent advances in transportation allowed people to travel greater distances to work.
- H Commercial farms began producing a greater variety of agricultural products for urban consumers.
- J The cost of undeveloped land bordering cities increased.

2013 – 6B

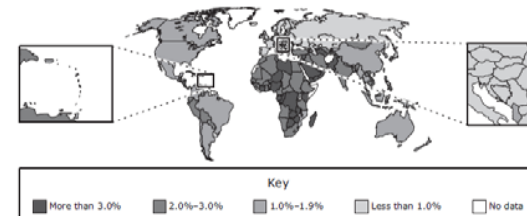
65 Which of these describes one way England changed as a result of the Industrial Revolution?

- A The economy became heavily dependent on commercial agriculture.
- B Towns near supplies of natural resources were abandoned.
- C Urban areas grew as more jobs became available.
- D The amount of goods produced in factories declined.

2013 – 7C

41

Average Annual Rate of Population Growth, 1980–1998



Which of the following best describes population growth from 1980 to 1998?

- A The rate of population growth was slower in African countries than in South American countries.
- B Most of the countries with the fastest rates of population growth were located in Central Asia.
- C The rate of population growth was faster in Australia than in North America.
- D Most of the countries with the slowest rates of population growth were located in Europe.

2013 – 7D

54 Which challenge of globalization is demonstrated by the rapid spread of SARS in 2003 and the H1N1 flu in 2009?

- F Cultural movements that limit vaccinations for children
- G Health problems caused by decreased government funding
- H Accelerated transmission of viruses due to increased travel
- J Improved sanitation resulting in resistant strains of viruses

Social Studies
Vertical Alignment by Grade

Strand: Geography

TEK:	TEK: 12 - TSU the impact of geographic factors on major events 14 - TSU the relationship between population growth and modernization on the physical environment	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 12A Analyze impact of physical & human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, & the levee failure in New Orleans after Hurricane Katrina ▲ 14A Identify the effects of population growth & distribution on the physical environment	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

12A – 1 Qu/100% dual w/29H

14A – 1 Qu/100%

2013 STAAR:

12A – 1 Qu/33% dual w/29H

14A – 1 Qu/67% dual w/29B

2013 – 12A

19



Which outcome was an important effect of the 1898 event illustrated by this map?

- A Increased U.S. foreign aid to the developing countries in South America
- B Increased U.S. public support for the construction of a canal through Central America
- C Decreased U.S. economic influence in the Western Hemisphere
- D Decreased U.S. naval presence in the Caribbean Sea

2013 – 14A

11

As the human population grows in the Flagstaff region, we increase the impact of transportation corridors (such as roads and rails) and land use changes (such as urban and rural development) on wildlife populations. . . .

To that end, the City of Flagstaff and Coconino County requested wildlife corridor information from the Arizona Game and Fish Department. . . .

—Jessica Gist and Sarah Reif, *Arizona Game and Fish Department*, August 2009

The establishment of the wildlife corridors discussed in the excerpt was most likely necessary to prevent —

- A the spread of disease among animals
- B the disruption of animal migration
- C a rapid increase in the number of animals
- D an invasion of non-native animal species

Social Studies
Vertical Alignment by Grade

Strand: Economics / History

TEK:	TEK: TSU the political, economic, and social changes in the United States from 1877 to 1898	TEK: 3 - TSU the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations 4 - TSU how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450 6 - TSU the characteristics and impact of the Maya, Inca, and Aztec civilizations	TEK: TSU how geography & processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 3A Analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of Populism ▲ 3B Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, & the pros & cons of big business ▲ 3C Analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists	SE: ▲ 3A Describe the major political, religious/ philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity ▲ 4H Summarize the major political, economic, and cultural developments in Tang & Song China & their impact on Eastern Asia ▲ 6A Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations & explain how prior civilizations influenced their development	SE: ▲ 1A Analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History	W. Geography
2012 STAAR: 3A – 2 Qu/0% dual w/29B 3B – 1 Qu/0% 3C – 1 Qu/0%	2012 STAAR: 3A – 1 Qu/0% 4H – 1 Qu/0% 6A – 1 Qu/0%	2012 STAAR: 1A – 2 Qu/71%
2013 STAAR: 3A – 1 Qu/0% 3B – 1 Qu/100% dual w/29H 3C – 1 Qu/67% dual w/29H	2013 STAAR: 3A – 1 Qu/23% 4H – 1 Qu/39% 6A – 1 Qu/31%	2013 STAAR: 1A – 2 Qu/48%

2013 – 3A

- 18 During the nineteenth century, one way political bosses gained voter support was by —
- F campaigning for women's suffrage
 - G advocating the use of poll taxes
 - H making improvements in urban infrastructure
 - J providing public assistance for former slaves

2013 – 3A

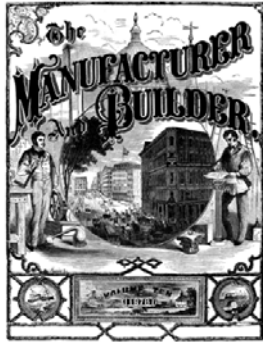
- 41 The Gupta Empire was most notably characterized by its role in the —
- A construction of Harappan cities
 - B introduction of Islamic rule
 - C spread of Buddhism
 - D flourishing of Hindu culture

2013 – 1A

- 11 Which physical feature has most limited the movement of people living in North Africa?
- A The Sahel
 - B The Nile River
 - C The Red Sea
 - D The Sahara

2013 – 3B

39



This cover from a nineteenth-century periodical helps illustrate that the United States was beginning to change from —

- A a mostly rural society to a mostly urban one
- B a slave-owning society to one without slavery
- C a foreign policy of isolationism to one of interventionism
- D a direct democracy to a representative one

2013 – 6A

- 22 Aztec society was strongly influenced by the —
- F written language and folklore of the Incas
 - G architectural styles and construction methods of the Pueblos
 - H weaving and fishing techniques of the Yaquis
 - J mythology and religious practices of the Toltecs

2013 – 4H

- 43 Which of these best explains the African influence on Brazilian culture?
- A The formation of an alliance between the African Union and Brazil
 - B The forced migration of Africans to Brazil
 - C The exploration of Brazil by African sailors
 - D The establishment of Brazilian colonies in Africa

W. History

2013 – 4H

26

China, Seventh Through Eleventh Centuries

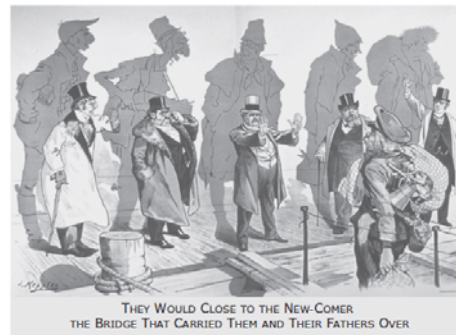


The canal shown on the map was important during the Tang and Song dynasties primarily because it provided —

- F flood control during monsoon season
- G water to urban centers in arid regions
- H a transportation route for military forces
- J a means of shipping rice from farms to urban centers

2013 – 3C

52



Which group of people most likely inspired the creation of this 1893 cartoon?

- F Union leaders
- G Philanthropists
- H Political bosses
- J Nativists

U. S. History

Social Studies
Vertical Alignment by Grade

Strand: Economics / History

TEK: TSU how geography & processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present	TEK: TSU the causes of exploration and colonization eras	TEK: TSU how individuals, events, and issues through the Mexican National Era shaped the history of Texas	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ▲1A Analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today	SE: ■2B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies	SE: 2C Identify important events and issues related to European colonization of Texas, incl. the establishment of Catholic missions, towns, & ranches, & individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 1A – 2 Qu/71% dual w/21A & 21C	2012 STAAR: 2B – 1 Qu/59%
2013 STAAR: 1A – 2 Qu/48%	2013 STAAR: 2B - NT
<p style="text-align: center;">2013 – 1A</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>11 Which physical feature has most limited the movement of people living in North Africa?</p> <p>A The Sahel</p> <p>B The Nile River</p> <p>C The Red Sea</p> <p>D The Sahara</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>43 Which of these best explains the African influence on Brazilian culture?</p> <p>A The formation of an alliance between the African Union and Brazil</p> <p>B The forced migration of Africans to Brazil</p> <p>C The exploration of Brazil by African sailors</p> <p>D The establishment of Brazilian colonies in Africa</p> </div>	

Social Studies
Vertical Alignment by Grade

Strand: Economics / History

TEK:	TEK: TSU the basic economic patterns of early societies in the United States	TEK: TSU the basic economic activities of early societies in Texas and North America	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 10A Explain the economic patterns of early European colonists 10B Identify major industries of colonial America	SE: 10A Explain the economic activities various early Am. Indian groups in TX & N. Am. used to meet their needs & wants such as farming, trading, and hunting 10B Explain the economic activities early immigrants to TX used to meet their needs and wants	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU the distribution, characteristics, and interactions of the economic systems in the world	TEK: TSU the origins and development of the free enterprise system in the United States	TEK: TSU the interdependence of the Texas economy with the US and the world	TEK: TSU the various ways in which people organize economic systems
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■10A Describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems	SE: ■14B Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries	SE: 13B Analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas	SE: 9B Compare & contrast free enterprise, socialist, & communist economies in various contemporary societies, incl. the benefits of the U.S. free enterprise system
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography
2012 STAAR: 10A – 1 Qu/52%
2013 STAAR: 10A - NT

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU the various ways in which people organize economic systems	TEK: TSU the development, characteristics, and benefits of the free enterprise system in the United States	TEK: TSU the characteristics and benefits of the free enterprise system in Texas	TEK: 7 - TSU the concept of the free enterprise system 8 - TSU how businesses operate in the U.S. free enterprise system
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 9B Compare & contrast free enterprise, socialist, & communist economies in various contemporary societies, incl. the benefits of the U.S. free enterprise system	SE: 11A Describe the development of the free enterprise system in colonial America & the US 11B Describe how the free enterprise system works in the US 11C Give examples of the benefits of the free enterprise system in the United States	SE: 11A Describe the development of the free enterprise system in Texas 11B Describe how the free enterprise system works, incl. supply & demand 11C Give examples of the benefits of the free enterprise system such as choice and opportunity	SE: 7C Explain the concept of a free market as it relates to the U.S. free enterprise system 8A Identify examples of how a simple business operates
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		*Vocabulary very important	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
		poverty, prosperity, choice, supply, demand, opportunity, free enterprise	

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: 7 - TSU the concept of the free enterprise system 8 - TSU how businesses operate in the U.S. free enterprise system	TEK: 9 - TSU the value of work 10 - TSU the roles of producers & consumers in the production of goods and services	TEK: 8 - TSU the concepts of goods and services 9 - TSU the condition of not being able to have all the goods and services one wants	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten		
SE: 7C Explain the concept of a free market as it relates to the U.S. free enterprise system 8A Identify examples of how a simple business operates	SE: 9B Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work 10A Distinguish between producing and consuming 10B Identify ways in which people are both producers & consumers 10C Examine the development of a product from a natural resource to a finished product	SE: 8A Identify examples of goods & services in the home, school, and community 8B Identify ways people exchange goods and services 8C Identify the role of markets in the exchange of goods and services 9C Identify examples of choices families make when buying goods and services.	SE:		
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)		
	*Economic Activity – how you make a living (1 st time 4 th grade)	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px;">Is</td> <td style="padding: 2px;">Isn't</td> </tr> </table> Activity with pictures	Is	Isn't	
Is	Isn't				
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)		
		*If money is limited families need to make a choice whether to pay for a service or to do it themselves *Choices with goods – Is it a want or a need?			
Vocabulary	Vocabulary	Vocabulary	Vocabulary		
	consumer, producer, finished product, earning, spending, saving				

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: 6 - TSU the purposes of earning, spending, saving, and donating money 7 - TSU the concept of the free enterprise system	TEK:	TEK: TSU the condition of not being able to have all the goods and services one wants	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 6B Create a simple budget that allocates money for spending, saving, and donating 7A Define and identify examples of scarcity 7B Explain the impact of scarcity on the production, distribution, and consumption of goods and services	SE:	SE: 9A Identify examples of people wanting more than they can have 9B Explain why wanting more than they can have requires that people make choices	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU the factors of production in a society's economy	TEK: TSU the impact of supply and demand on consumers & producers in a free enterprise system	TEK:	TEK: TSU how businesses operate in the U.S. free enterprise system
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 8B Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply	SE: 12A Explain how supply and demand affects consumers in the US 12B Evaluate the effects of supply and demand on business, industry, & agriculture, incl. the plantation system, in the US	SE:	SE: 8B Explain how supply & demand affect the price of a good or service 8C Explain how the cost of production and selling price affect profits 8D Explain how government regulations and taxes impact consumer costs 8E Identify individuals, past & present, incl. Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, & Sam Walton, who have started new businesses
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU how businesses operate in the U.S. free enterprise system	TEK:	TEK: TSU the value of work	TEK: 6 - TSU that basic human needs & wants are met in many ways 7 - TSU the value of jobs
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 8B Explain how supply & demand affect the price of a good or service 8C Explain how the cost of production and selling price affect profits 8D Explain how government regulations and taxes impact consumer costs 8E Identify individuals, past & present, incl. Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, & Sam Walton, who have started new businesses	SE:	SE: 10A Describe the components of various jobs & the characteristics of a job well performed	SE: 6A Identify basic human needs of food, clothing, and shelter 6B Explain the difference between needs and wants 7A Identify jobs in the home, school, and community
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU why various sections of the US developed different patterns of economic activity	TEK:	TEK: TSU the various ways in which people organize economic systems
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲12B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery	SE:	SE: 9A Compare ways in which various societies organize the production and distribution of goods and services
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8 th Grade
2012 STAAR: 12B – 1 Qu/55%
2013 STAAR: 12B – 1 Qu/69%
2013 – 12B
<p>50 How did the plantation system influence the economic development of the United States?</p> <ul style="list-style-type: none"> F It prevented the development of industry in the Northeast. G It turned the South into a major producer of the cotton used in northern mills. H It restricted agricultural expansion in the western territories. J It increased federal dependency on tariffs for revenue.

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU the various ways in which people organize economic systems	TEK: TSU patterns of work and economic activities in the United States	TEK: TSU patterns of work and economic activities in Texas	TEK: TSU the purposes of earning, spending, saving, and donating money
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 9A Compare ways in which various societies organize the production and distribution of goods and services	SE: 13A Compare how people in different parts of the United States earn a living, past and present 13B Identify & explain how geographic factors have influenced the location of economic activities in the US 13C Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the US 13D Describe the impact of mass production, specialization, & division of labor on the economic growth of the US	SE: 12A Explain how people in different regions of TX earn their living, past and present, through a subsistence economy & providing goods and services 12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in TX 12C Analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of TX 12D Describe the impact of mass production, specialization, & division of labor on the economic growth of TX	SE: 6A Identify ways of earning, spending, saving, and donating money
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: TSU the purposes of earning, spending, saving, and donating money	TEK: TSU the value of work.	TEK: 7 - TSU how families meet basic human needs 10 - TSU the value of work	TEK: 7 - TSU the value of jobs 6 - TSU that basic human needs & wants are met in many ways
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 6A Identify ways of earning, spending, saving, and donating money	SE: 9A Explain how work provides income to purchase goods and services	SE: 7A Describe ways that families meet basic human needs 7B Describe similarities & differences in ways families meet basic human needs 10B Describe how specialized jobs contribute to the production of goods and services	SE: 7B Explain why people have jobs 6C Explain how basic human needs can be met such as through self-producing, purchasing, & trading
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU patterns of work and economic activities in the United States	TEK: 12 - TSU patterns of work & economic activities in Texas 13 - TSU how TX, the US, and other parts of the world are economically interdependent	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 13E Explain the impact of American ideas about progress and equality of opportunity on the economic development & growth of the US	SE: 12E Explain how developments in transportation and communication have influenced economic activities in TX 12F Explain the impact of American ideas about progress and equality of opportunity on the economic development & growth of TX 13A Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among TX, the US, and the world 13B Identify oil & gas, agricultural, & techno-logical products of TX that are purchased to meet needs in the US & around the world 13C Explain how Texans meet some of their needs through the purchase of products from the US & the rest of the world	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	progress, equality, economic development, economic growth		

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU significant economic developments between World War I and World War II	TEK:	TEK: 11 - TSU how geography influences economic activities 10 - TSU the distribution, characteristics, and interactions of the economic systems in the world
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■16A Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies	SE:	SE: ■11B Identify the factors affecting the location of different types of economic activities, incl. subsistence and commercial agriculture, manufacturing, and service industries ■10D Compare global trade patterns over time and examine the implications of globalization, incl. outsourcing and free trade zones
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. Geography
2012 STAAR: 16A – 1 Qu/0% dual w/29B	2012 STAAR: 11B – 1 Qu/41% dual w/21B 10D – 1 Qu/46% dual w/21A
2013 STAAR: 16A - NT	2013 STAAR: 11B – 1 Qu/42% 10D - NT
	2013 – 11B <div style="border: 1px solid black; padding: 5px;"> <p>37 Which of the following is a factor that favors the development of primary economic activities?</p> <ul style="list-style-type: none"> A A location for industrial manufacturing operations B The presence of natural resources C The availability of neighbors willing to trade D An economy based on communist ideals </div>

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: 11 - TSU how geography influences economic activities 10 - TSU the distribution, characteristics, and interactions of the economic systems in the world	TEK: TSU why various sections of the United States developed different patterns of economic activity	TEK: 12 - TSU the factors that caused Texas to change from an agrarian to an urban society. 13 - TSU the interdependence of the Texas economy with the US and the world	TEK: TSU the factors of production in a society's economy
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■11B Identify the factors affecting the location of different types of economic activities, incl. subsistence and commercial agriculture, manufacturing, and service industries ■10D Compare global trade patterns over time and examine the implications of globalization, incl. outsourcing and free trade zones	SE: ■12A Identify economic differences among different regions of the United States ■12C Explain the reasons for the increase in factories and urbanization	SE: 12B Trace the development of major industries that contributed to the urbanization of TX such as transportation, oil and gas, and manufacturing 13A Analyze the impact of national and international markets & events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology 13C Analyze the impact of significant industries in TX such as oil & gas, aerospace, medical, & computer technologies on local, national, and international markets	SE: 8A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies 8C Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 11B – 1 Qu/41% dual w/21B 10D – 1 Qu/46% dual w/21A	2012 STAAR: 12A – 1 Qu/64% dual w/29C 12C - NT
2013 STAAR: 11B – 1 Qu/42% 10D - NT	2013 STAAR: 12A, 12C - NT
2013 – 11B <div style="border: 1px solid black; padding: 5px;"> <p>37 Which of the following is a factor that favors the development of primary economic activities?</p> <ul style="list-style-type: none"> A A location for industrial manufacturing operations B The presence of natural resources C The availability of neighbors willing to trade D An economy based on communist ideals </div>	

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU domestic and foreign issues related to U.S. economic growth from the 1870s to 1920	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■15A 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	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History
2012 STAAR: 15A – 1 Qu/100% dual w/29B
2013 STAAR: 15A – 1 Qu/33% dual w/29H
2013 – 15A
<p>64 Which of the following was the main reason for the rapid settlement of the Great Plains during the late 1800s?</p> <p>F Congress passed a law requiring all public lands to be sold at auction.</p> <p>G Congress passed a law allowing people to claim public land and convert it to private property through homesteading.</p> <p>H Speculators bought large parcels of land and then built factory towns to attract new immigrants.</p> <p>J Native Americans sold most of their tribal lands directly to railroad companies.</p>

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU the origins and development of the free enterprise system in the United States	TEK:	TEK: 9 - TSU the various ways in which people organize economic systems 10 - TSU categories of economic activities and the data used to measure a society's economic level
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■14A Explain why a free enterprise system of economics developed in the new nation, incl. minimal government intrusion, taxation, and property rights	SE:	SE: 9C Understand the importance of morality & ethics in maintaining a functional free enterprise system 9D Examine the record of collective, non-free market economic systems in contemporary world societies 10A Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries 10B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy 10C Identify & describe the effects of government regulation and taxation on economic development and business planning
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:
14A – 1 Qu/48%

2013 STAAR:
14A – 1 Qu/51%

2013 – 14A

39 After the War of 1812, thousands of settlers and immigrants moved to the western frontiers of the United States in search of farming and business opportunities. In response, the government began building roads. This transportation network was intended to –

- A** promote the free-enterprise system
- B** establish federal control over industry
- C** discourage the organization of new territories
- D** prevent border disputes between states

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: 5 - TSU the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system 6 - TSU the relationship between U.S. government policies and the economy	TEK: 15 - TSU domestic and foreign issues related to U.S. economic growth from the 1870s to 1920 18 - TSU the economic effects of increased worldwide interdependence as the United States enters the 21st century	TEK: 18 - TSU the historical origins of contemporary economic systems and the benefits of free enterprise in world history 17 - TSU the impact of the Neolithic and Industrial revolutions and globalization on humanity	TEK: 10 - TSU the distribution, characteristics, and interactions of the economic systems in the world 12 - TSU the economic importance of, and issues related to, the location and management of resources
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Government	U.S. History	W. History	W. Geography
SE: 5A Explain how government fiscal, monetary, and regulatory policies influence the economy at the local, state, and national levels 5B Identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy 6B Understand the roles of the executive and legislative branches in setting international trade and fiscal policies	SE: ▲15B Describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act ■18B Identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy	SE: ▲18A Identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i> ▲18B Identify the historical origins and characteristics of communism, including the influences of Karl Marx ▲17A Identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution ■18E Explain why communist command economies collapsed in competition with free market economies at the end of the 20th century	SE: ■10B Classify where specific countries fall along the economic spectrum between free enterprise and communism ■12B Evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History	W. Geography
2012 STAAR: 15B – 1 Qu/0% dual w/29B	2012 STAAR: 18A – 1 Qu/0% dual w/29F 18B – 1 Qu/0% 17A – 1 Qu/0%	2012 STAAR: 10B – 1 Qu/81% dual w/22C
2013 STAAR: 15B – 1 Qu/67%	2013 STAAR: 18A – 1 Qu/47% 18B – 1 Qu/55% 17A - 1 Qu/66% dual w/29F 18E – 1 Qu/31% dual w/29F	2013 STAAR: 10B - NT

2013 – 15B

26 How did the publication of Upton Sinclair's *The Jungle* contribute to a change in the relationship between government and business?

- F Federal troops were mobilized to break strikes by labor unions.
- G Government regulations requiring the inspection of food products were implemented.
- H Congress created a regulatory agency to audit railroads.
- J Laws were enacted that banned private companies from discriminating when hiring.

2013 – 18A

19 Adam Smith describes his theory of the "invisible hand" of market forces in *The Wealth of Nations*. According to him, which situation best allows the invisible hand to function?

- A A government adopts laissez-faire policies that allow businesses to operate freely.
- B A ruler collectivizes industries to gain control of a country's production.
- C A nation subsidizes corporations to promote industrialization.
- D A national leader seizes the means of production from private owners.

2013 – 18B

38 Karl Marx warned that post-Industrial Revolution society would be marked by –

- F conflict between political and religious institutions over access to citizens' wealth
- G a backlash against modernity resulting in a reversion to feudal customs
- H more politicians serving the common good
- J conflict between the owners of the means of production and the working class

2013 – 17A

5

Advances in the Neolithic Age

- The domestication of plants and animals
- The use of stone tools
- _____ ?

Which advance best completes the list?

- A The use of the chariot
- B The invention of the waterwheel
- C The rise of permanent settlements
- D The development of sanitation systems

2013 – 18E

55

Although Soviet economic performance has improved in recent years from the low levels of 1979–82, Gorbachev still faces an economy that cannot simultaneously maintain rapid growth in defense spending, satisfy demand for greater quantity and variety of consumer goods and services, invest the amounts required for economic modernization and expansion, and continue to support client-state economies. Gorbachev, in our view, has a clear understanding of these limitations; he is obviously extremely impatient that they be addressed now.

—U.S. foreign-intelligence document, 1985

This intelligence report proved to be an accurate assessment of the –

- A situation that would contribute to the collapse of communism in Eastern Europe
- B military strategy that eventually led to aggression between the Soviet Union and the United States
- C policies that severely limited individual rights and liberties in Eastern Europe
- D refusal to negotiate arms-reduction treaties that would result in Gorbachev's resignation as president of the Soviet Union

←
W. History

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK:	TEK: 17 – TSU the impact of the Neolithic & Industrial revolutions & globalization on humanity 18 – TSU the historical origins of contemporary economic systems & the benefits of free enterprise in world history	TEK: 10 – TSU the distribution , characteristics, & interaction of the economic systems in the world 11 – TSU how geography influences economic activities 12 – TSU the economic importance of, and issues related to, the location & management of resources
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Government	U.S. History	W. History	W. Geography
SE:	SE:	<p>SE: ■ 17B Summarize the role of economics in driving political changes as related to the Neolithic Revolution & the Industrial Revolution</p> <p>■ 17C Summarize the economic & social impact of 20th century globalization</p> <p>▲ 18C Identify the historical origins & characteristics of socialism</p> <p>▲ 18D Identify the historical origins & characteristics of fascism</p> <p>18F Formulate generalizations on how economic freedom improved the human condition, based on students’ knowledge of the benefits of free enterprise in Europe’s Commercial Revolution, the Industrial Revolution, & 20th-century free market economies, compared to communist command communities</p>	<p>SE: ▲ 10C Compare the ways people satisfy their basic needs through the production of goods & services such as subsistence agriculture vs commercial agriculture or cottage industries vs commercial industries</p> <p>■ 11A Understand the connections between levels of development & economic activities (primary, secondary, tertiary, & quaternary)</p> <p>▲ 12A Analyze how the creation, distribution, & management of key natural resources affects the location & patterns of movement of products, money, & people</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History	W. Geography
2012 STAAR: 17B – 1 Qu/0% 18C – 1 Qu/0% dual w/29F 18D – 1 Qu/0%	2012 STAAR: 10C – 2 Qu/74% 11A, 12A - NT
2013 STAAR: 17B – 1 Qu/59% 18C – 1 Qu/19% 18D – 1 Qu/49%	2013 STAAR : 10C – NT 11A – 1 Qu/43% 12A – 2 Qu/62% dual w/21A
<p style="text-align: center;">2013 – 17B</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>57 One factor essential to the development of early civilizations was —</p> <ul style="list-style-type: none"> A the ability to produce surplus food B the taking of an annual census C the use of a standard medium of exchange D the emergence of a distinct caste system </div> <p style="text-align: center;">2013 – 18C</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>25 Which of the following contributed most to the growth of socialist ideology in Europe?</p> <ul style="list-style-type: none"> A The formation of employee organizations to improve working conditions B The increased participation of women in reform movements C The migration of laborers from rural to urban areas D The emergence of industrial laborers as a separate economic class </div> <p style="text-align: center;">2013 – 18D</p> <div style="border: 1px solid black; padding: 10px;"> <p>50 Adolf Hitler rose to power in the 1930s partly because of —</p> <ul style="list-style-type: none"> F political instability caused by independence movements G nationalist pride resulting from imperialist expansion H extreme hardship brought about by economic decline J political coups supported by foreign allies </div>	<p style="text-align: center;">2013 – 11A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>12 Which of these would most likely be shown on a map of a more-developed country's quaternary economic sector?</p> <ul style="list-style-type: none"> F Locations of natural resources G Major universities and research institutions H Transportation networks J Centers of manufacturing and processing </div> <p style="text-align: center;">2013 – 12A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>25 Which factor posed the greatest challenge to developing natural resources in Siberia?</p> <ul style="list-style-type: none"> A Severe drought limited agricultural production on arable land. B Limited access to water prevented the establishment of large cities. C The employment of seasonal laborers reduced annual output quotas. D The harsh climate hindered the establishment of permanent settlements. </div> <div style="border: 1px solid black; padding: 10px;"> <p>50</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Thousands of people from . . . Oregon, Mexico, Chile, Peru and China headed for California in the summer and fall of 1848, before Americans on the East Coast had a clue of what was to come. Europeans would soon follow. . . .</p> <p>By 1849, the non-native population of California had grown to almost 100,000 people. Nearly two-thirds were Americans.</p> <p style="text-align: right;">—The American Experience, www.pbs.org (accessed January 3, 2011)</p> </div> <p>This population change occurred in California because —</p> <ul style="list-style-type: none"> F new agricultural technology increased crop yields G foreign governments enacted environmental-protection policies H new sources of gold were discovered J foreign governments exploited all sources of raw materials </div>

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: 15 - TSU domestic & foreign issues related to U.S. economic growth from the 1870s to 1920 16 - TSU significant economic developments between World War I and World War II	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: 15C Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, & immigration quotas 15D Describe the economic effects of international military conflicts, incl. the Spanish-American War & World War I, on the U.S. 15E Describe the emergence of monetary policy in the U. S. , incl. the Federal Reserve Act of 1913 & the shifting trend from a gold standard to fiat money 16D Compare the New Deal policies & its opponents' approaches to resolving the economic effects of the Great Depression 16E Describe how various New Deal agencies & programs, incl. the Federal Deposit Insurance Corporation, the Securities & Exchange Commission, & the Social Security Administration, continue to affect the lives of U. S. citizens	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:
15C – 1 Qu/0%
15D – 1 Qu/0% dual w/29H
16E – 1 Qu/0%

2013 STAAR:
15C – NT
15D – 1 Qu/33% dual w/29B
16E – 1 Qu/67%

2013 – 15D

40

Statement 1: The U.S. oil industry boomed due to oil deposits found in conquered territories.

Statement 2: Rebuilding its devastated army cost the United States an enormous amount of money.

Statement 3: The acquisition of new territories allowed for the expansion of U.S. commercial trade.

Statement 4: Territorial losses forced the United States to purchase expensive natural resources from other countries.

Which statement would most likely be found in a history of the economic impact of the Spanish-American War on the United States?

- F Statement 1
- G Statement 2
- H Statement 3
- J Statement 4

2013 – 16E

31 The Federal Housing Administration is a New Deal agency that continues to assist many Americans primarily by —

- A providing them with money to pay for moving expenses
- B helping them obtain mortgage loans from banks
- C helping them choose a reputable home builder
- D offering incentives for them to invest in rental properties

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK: 5 - TSU the roles played by local, state, & national governments in both the public & private sectors of the U.S. free enterprise system 6 - TSU the relationship between U.S. government policies & the economy	TEK: TSU the economic effects of World War II & the Cold War	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 5C Compare the role of government in the U.S. free enterprise system & other economic systems 5D Understand how government taxation & regulation can serve as restrictions to private enterprise 6A Examine how the U.S. government uses economic resources in foreign policy	SE: 17A Describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, & increased opportunity for women & minority employment 17B Identify the causes of prosperity in the 1950s, incl. the Baby Boom & the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption & the growth of agriculture & business 17C Describe the economic impact of defense spending on the business cycle & education priorities from 1945 to the 1990s	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

17A – 1 Qu/0% dual w/29H

17B – 1 Qu/0% dual w/29H

17C – 1 Qu/0% dual w/29B

2013 STAAR:

17A – 1 Qu/33%

17B – 1 Qu/33%

17C – 1 Qu/33%

2013 – 17A

10 The government issued ration books during World War II in order to –

- F provide financial security for uninsured citizens
- G safeguard the profits of struggling businesses
- H ensure the fair distribution of scarce goods
- J allow consumers to buy imported goods at discounted rates

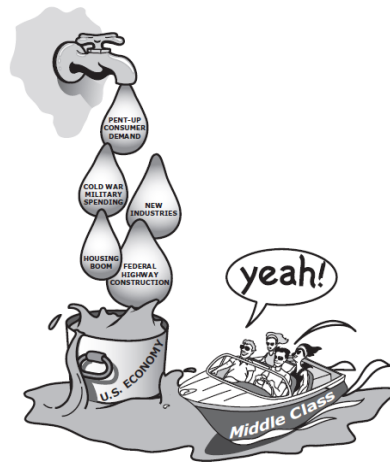
2013 – 17C

65 During the 1950s the federal government funded educational initiatives in math and science in response to –

- A the development of the ENIAC computer
- B the announcement of international education guidelines
- C the successful launch of the first artificial satellite
- D the discovery of new chemical elements

2013 – 17B

56



What is the best title for this cartoon?

- F Causes and Effects of Economic Prosperity in the 1950s
- G Strengths and Weaknesses of Government Economic Policy in the 1960s
- H Reasons for Government Economic Planning in the 1970s
- J Major Sources of Consumer Debt in the 1980s

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: 17 - TSU the economic effects of World War II & the Cold War 18 - TSU the economic effects of increased worldwide interdependence as the U. S. enters the 21 st century	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: 17D Identify actions of government & the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each 17E Describe the dynamic relationship between U. S. international trade policies and the U. S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) 18A Discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

17D – 1 Qu/100%

17E – 1 Qu/100%

2013 STAAR:

17D – NT

17E – 1 Qu/67% dual w/29B

2013 – 17E

43

The Oil Price Safeguard Act would help to moderate sharp spikes in oil and gas prices caused by price fixing and production quotas through the judicious use of our enormous petroleum reserves.

The global oil market is dominated by an international cartel with the ability to dramatically affect the price of oil. The eleven member countries . . . supply over 40 percent of the world's oil and possess 78 percent of the world's total proven crude oil reserves. Their control of the world's oil supply allows these countries to collude to drive up the price of oil.

—Senator Susan Collins, speech on the Senate floor, November 17, 1999

In this excerpt, Senator Collins proposed legislation intended to address —


- A Iraqi aggression against neighboring countries
- B the refusal of the Israeli government to recognize Palestine
- C the collective economic power of OPEC member nations
- D the formation of a military coalition among Arab states

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK:	TEK: TSU the changing relationships among the three branches of the federal government	TEK: TSU how contemporary political systems have developed from earlier systems of government	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 20B Evaluate the impact of relationships among the legislative, executive, & judicial branches of government, incl. Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices & the presidential election of 2000	SE: ■ 20C Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone ▲ 20A Explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition & classical Greece & Rome through the English Civil War & the Enlightenment ■ 20B Identify the impact of political & legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, English Bill of Rights, Decl. of Independence, U. S. Constitution, & Decl. of the Rights of Man & of the Citizen	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 20B – 1 Qu/0%	2012 STAAR: 20C – NT 20B – 1 Qu/0% 20A – 1 Qu/0% dual w/30C
2013 STAAR: 20B – 1 Qu/0%	2013 STAAR: 20C – 1 Qu/68% dual w/29F 20B – 1 Qu/47% dual w/29F 20A – 1 Qu/61% dual w/29F
<div style="text-align: center;">2013 – 20B</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">55</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Last Thursday I described the American form of Government as a three horse team provided by the Constitution to the American people so that their field might be plowed. The three horses are, of course, the three branches of government—the Congress, the Executive and the Courts. Two of the horses are pulling in unison today; the third is not.</p> <p style="text-align: right;"><i>—President Franklin D. Roosevelt, 1937</i></p> </div> <p>Many members of Congress disagreed with President Roosevelt's proposed solution to the problem described above because —</p> <ul style="list-style-type: none"> A the Constitution required hearings to confirm judicial appointments B Supreme Court justices were subject to term limits C the power of the executive branch would increase D the time required for judicial proceedings would increase </div>	<div style="text-align: center;">2013 – 20C</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">17</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .</p> <p style="text-align: right;"><i>—U.S. Declaration of Independence, 1776</i></p> </div> <p>The greatest influence on these political ideas came from the —</p> <ul style="list-style-type: none"> A Justinian Code B writings of John Locke C philosophy of Machiavelli D theories of Jean-Jacques Rousseau </div> <div style="text-align: center; margin: 10px 0;">2013 – 20A</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">65</p> <div style="text-align: center;">  </div> <p>Which event could be added to the time line to show the continued advance of democratic ideals?</p> <ul style="list-style-type: none"> A American Revolution B Congress of Vienna C Russian Revolution D Berlin Conference </div> <div style="text-align: center; margin: 10px 0;">2013 – 20B</div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">49</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>We give and grant to the barons the following security:</p> <p>The barons shall elect twenty-five of their number to keep, and cause to be observed with all their might, the peace and liberties granted and confirmed to them by this charter.</p> <p style="text-align: right;"><i>—Magna Carta, 1215</i></p> </div> <p>Which principle of government is reflected in the excerpt above?</p> <ul style="list-style-type: none"> A Federalism B Separation of church and state C Popular sovereignty D Representative government </div>

Social Studies
Vertical Alignment by Grade

Strand: Government

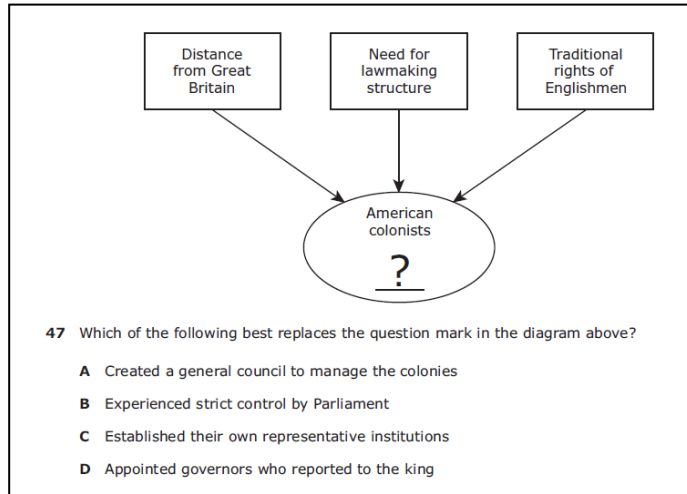
TEK:	TEK: 3 - TSU the foundations of representative government in the US 15 - TSU the American beliefs & principles reflected in the Decl. of Independence, the U.S. Constitution, and other important historic documents	TEK:	TEK: TSU various ways in which people organize governments
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲3A Explain the reasons for the growth of representative government and institutions during the colonial period ▲15A Identify the influence of ideas from historic documents, incl. the Magna Carta, English Bill of Rights, Mayflower Compact, Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government	SE:	SE: 12C Identify historical origins of democratic forms of government such as Ancient Greece
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
3A – 1 Qu/39%
15A – 1 Qu/50%

2013 STAAR:
3A – 1 Qu/47%
15A - NT

2013 – 3A



Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: TSU various ways in which people organize governments	TEK: TSU the organization of governments in colonial America	TEK: 14 - TSU how people organized governments in different ways during the early development of TX 15 - TSU important ideas in historical documents of TX & the US	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 12C Identify historical origins of democratic forms of government such as Ancient Greece	SE: 14A Identify and compare the systems of government of early European colonists, incl. representative government and monarchy 14B Identify examples of representative government in the American colonies, incl. the Mayflower Compact & the Virginia House of Burgesses	SE: 14A Compare how various Am. Indian groups such as the Caddo and the Comanche governed themselves 14B Identify and compare characteristics of the Spanish colonial government & the early Mexican governments and their influence on inhabitants of TX 15A Identify the purposes & explain the importance of the TX Decl. of Independence, the TX Constitution, & other documents such as the Meusebach-Comanche Treaty	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK:	TEK: TSU the American beliefs and principles reflected in the Decl. of Independence, the U.S. Constitution, and other important historic documents	TEK: TSU the basic principles reflected in the Texas Constitution	TEK: TSU the concepts of limited and unlimited governments
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 15C Identify colonial grievances listed in the Decl. of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights 15D Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	SE: 14B Compare the principles & concepts of the TX Constitution to the US Constitution, including the Texas and U.S. Bill of Rights 14A Identify how the TX Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights	SE: 11A Identify & describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) 11B Compare the characteristics of limited and unlimited governments 11C Identify reasons for limiting the power of government 11D Review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:

15C – 1 Qu/62% dual w/29A

15D – 1 Qu/57% dual w/30A

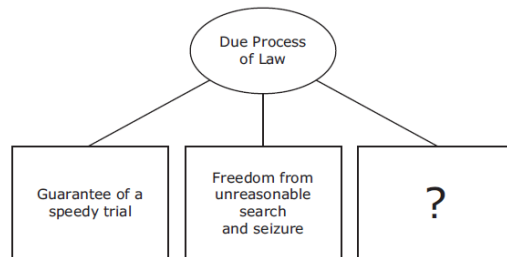
2013 STAAR:

15C – NT

15D – 3 Qu/72% dual w/29B & 30A

2013 – 15D

9



Which right best completes the diagram?

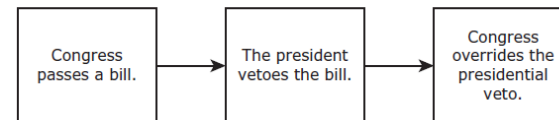
- A The right to bear arms
- B Freedom to speak without fear of punishment
- C Protection from cruel and unusual punishment
- D Freedom of the press to report on court proceedings

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—Tenth Amendment, U.S. Constitution

26 Which principle of U.S. government is most clearly reflected in the amendment above?

- F Checks and balances
- G Federalism
- H Separation of powers
- J Due process



51 Which principle of U.S. government is illustrated in the sequence shown above?

- A Judicial review
- B Checks and balances
- C Popular sovereignty
- D Federalism

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: TSU the concepts of limited and unlimited governments	TEK: 15 - TSU important ideas in the Decl. of Independence, the U.S. Constitution, and the Bill of Rights 16 - TSU the framework of government created by the U.S. Constitution of 1787	TEK: TSU important ideas in historical documents of TX & the US	TEK: TSU important ideas in historical documents at various levels of government
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 11A Identify & describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</p> <p>11B Compare the characteristics of limited and unlimited governments</p> <p>11C Identify reasons for limiting the power of government</p> <p>11D Review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan</p>	<p>SE: 15A Identify the key elements & the purposes & explain the importance of the Decl. of Independence</p> <p>15C Explain reasons for the creation of the Bill of Rights & its importance</p> <p>15B Explain the purposes of the U.S. Constitution as identified in the Preamble</p> <p>16A Identify & explain the basic functions of the 3 branches of government</p> <p>16B Identify the reasons for & describe the system of checks and balances outlined in the U.S. Constitution</p>	<p>SE: 15C Identify the intent, meaning, & importance of the Decl. of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week)</p> <p>15B Identify & explain the basic functions of the 3 branches of government according to the TX Constitution</p>	<p>SE: 10A Identify the purposes of the Decl. of Independence & the U.S. Constitution, incl. the Bill of Rights</p> <p>10B Describe & explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government</p>
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK:	TEK:	TEK: TSU the structure and functions of government created by the Texas Constitution	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 15A Describe the structure & functions of government at municipal, county, and state levels 15B Identify major sources of revenue for state & local governments such as property tax, sales tax, and fees 15C Describe the structure, funding, and governance of TX public education, incl. local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Economics

TEK:	TEK: TSU the framework of government created by the U.S. Constitution of 1787	TEK:	TEK: TSU the basic structure and functions of various levels of government
6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 16C Distinguish between national and state governments and compare their responsibilities in the U.S. federal system	SE:	SE: 9A Describe the basic structure of government in the local community, state, and nation 9B Identify local, state, & national government officials and explain how they are chosen
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: TSU the basic structure and functions of various levels of government	TEK: 11 - TSU the purpose of governments 12 - TSU the role of public officials	TEK: 11 - TSU the purpose of rules and laws 12 - TSU the role of authority figures, public officials, and citizens	TEK: 8 - TSU the purpose of rules 9 - TSU the role of authority figures
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 9A Describe the basic structure of government in the local community, state, and nation 9B Identify local, state, & national government officials and explain how they are chosen	SE: 11A Identify functions of governments such as establishing order, providing security, and managing conflict 12A Name current public officials, incl. mayor, governor, and president 12B Compare the roles of public officials, incl. mayor, governor, and president 12C Identify ways that public officials are selected, incl. election & appointment to office	SE: 11A Explain the purpose for rules & laws in the home, school, and community 11B Identify rules & laws that establish order, provide security, & manage conflict 12A Identify the responsibilities of authority figures in the home, school, and community 12B Identify & describe the roles of public officials in the community, state, and nation	SE: 8A Identify purposes for having rules 8B Identify rules that provide order, security, and safety in the home and school 9A Identify authority figures in the home, school, and community 9B Explain how authority figures make and enforce rules
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: TSU the basic structure & functions of various levels of government	TEK: 11 - TSU the purpose of governments 12 – TSU the role of public officials	TEK: TSU the role of authority figures, public officials, and citizens	TEK:
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 9C Identify services commonly provided by local, state, & national governments 9D Explain how local, state, and national government services are financed	SE: 11B Identify governmental services in the community such as police & fire protection, libraries, schools, & parks and explain their value to the community 11C Describe how governments tax citizens to pay for services 12D Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions	SE: 12C Identify & describe the role of a good citizen in maintaining a constitutional republic	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: TSU the processes that influence political divisions, relationships, and policies	TEK: 16 - TSU the process of changing the U.S. Constitution and the impact of amendments on American society 17 - TSU the dynamic nature of the powers of the national government and state governments in a federal system	TEK:	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■14B Compare how democracy, dictator-ship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries	SE: ▲16A Summarize the purposes for and process of amending the U.S. Constitution ▲17A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason ▲17B Explain constitutional issues arising over the issue of states' rights, incl. the Nullification Crisis and the Civil War	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 14B - NT	2012 STAAR: 16A – 1 Qu/60% 17A – NT 17B – 1 Qu/51% dual w/29C
2013 STAAR: 14B – 1 Qu/66% dual w/21A	2013 STAAR: 16A – NT 17A – 1 Qu/66% 17B – 1 Qu/64% dual w/29B
<p style="text-align: center;">2013 – 14B</p> <div style="border: 1px solid black; padding: 10px;"> <p>10</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The Netherlands is a constitutional monarchy: the position of the monarch is laid down in the Constitution. The monarch is the Dutch head of state and, together with the ministers, makes up the government. . . .</p> <p>As well as carrying out official tasks as head of state, the monarch works actively on behalf of the people of the Kingdom of the Netherlands, playing a cohesive, representative and encouraging role.</p> <p style="text-align: right;"><i>—Dutch Royal House website, http://www.koninklijkhuis.nl/english (accessed January 4, 2011)</i></p> </div> <p>In the Netherlands the monarch plays a role in government most similar to that of the —</p> <p>F ayatollah of Iran</p> <p>G British queen</p> <p>H South Korean president</p> <p>J king of Saudi Arabia</p> </div>	<p style="text-align: center;">2013 – 17A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>43 Which of these best explains the African influence on Brazilian culture?</p> <p>A The formation of an alliance between the African Union and Brazil</p> <p>B The forced migration of Africans to Brazil</p> <p>C The exploration of Brazil by African sailors</p> <p>D The establishment of Brazilian colonies in Africa</p> </div> <p style="text-align: center;">2013 – 17B</p> <div style="border: 1px solid black; padding: 10px;"> <p>17</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Speaker 1: A state has the right to overrule an act passed by Congress. After all, the national government is supposed to share power with the states.</p> <p>Speaker 2: I believe that you are wrong. The states do share power with the national government, but the Constitution says the national government has supremacy.</p> </div> <p>These speakers are debating an issue that eventually became known as the —</p> <p>A Monroe Doctrine</p> <p>B Nullification Crisis</p> <p>C Missouri Compromise</p> <p>D Three-Fifths Compromise</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: Government

<p>TEK: 7 - TSU the American beliefs and principles reflected in the U.S. Constitution and why these are significant. 10 - TSU the processes for filling public offices in the U.S. system of government 8 - TSU the structure and functions of the government created by the U.S. Constitution</p>	<p>TEK: TSU the impact of constitutional issues on American society</p>	<p>TEK:</p>	<p>TEK:</p>
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Government	U.S. History	W. History	W. Geography
<p>SE: 7F Identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today 10C Analyze the impact of the passage of the 17th Amendment 8F Analyze selected issues raised by judicial activism and judicial restraint</p>	<p>SE: ▲ 21A Analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester</p>	<p>SE:</p>	<p>SE:</p>
<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>	<p>Specifics (description of lesson, include any “tricks”)</p>
<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>	<p>Rationale (clarification of TEKS/SE)</p>
<p></p>	<p></p>	<p></p>	<p></p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p></p>	<p></p>	<p></p>	<p></p>

U.S. History

2012 STAAR:

21A – 1 Qu/0% dual w/29B

2013 STAAR:

21A – 1 Qu/100%

2013 – 21A

45 How does the 1966 Supreme Court decision in *Miranda v. Arizona* continue to affect society?

- A People accused of a crime have the right to be tried by a jury of their peers.
- B Election officials monitor polling sites during elections.
- C Federal agencies use affirmative-action guidelines.
- D People accused of a crime must be informed of their constitutional rights.

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK:	TEK: TSU the impact of landmark Supreme Court cases	TEK:	TEK: TSU various ways in which people organize governments
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	<p>SE: ▲ 18A Identify the origin of judicial review and analyze examples of congressional and presidential responses</p> <p>■ 18B Summarize the issues, decisions, and significance of landmark Supreme Court cases, incl. Marbury v. Madison, McCulloch v. Maryland, & Gibbons v. Ogden</p> <p>■ 18C Evaluate the impact of selected landmark Supreme Court decisions, incl. Dred Scott v. Sandford, on life in the US</p>	SE:	<p>SE: 12A Identify and give examples of governments with rule by one, few, or many</p> <p>12B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

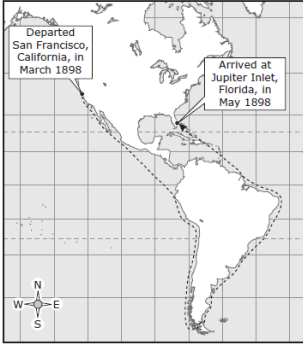
2012 STAAR:
18A – NT
18B – 1 Qu/59%
18C – 1 Qu/62%

2013 STAAR:
18A – 1 Qu/68%
18B – 1 Qu/56%
18C - NT

2013 – 18A

19

Voyage of the USS *Oregon*



The map shows the USS Oregon's route from San Francisco, California, in March 1898 to Jupiter Inlet, Florida, in May 1898. The route is marked with a dashed line across the Pacific Ocean, through the Isthmus of Panama, and into the Caribbean Sea. A compass rose is located in the bottom left corner of the map.

Which outcome was an important effect of the 1898 event illustrated by this map?

- A Increased U.S. foreign aid to the developing countries in South America
- B Increased U.S. public support for the construction of a canal through Central America
- C Decreased U.S. economic influence in the Western Hemisphere
- D Decreased U.S. naval presence in the Caribbean Sea

2013 – 18B




- 29 Which precedent was established by the Supreme Court ruling in *Marbury v. Madison*?
- A The federal government has the power to regulate trade among the states.
 - B State governments lack the authority to regulate federal bureaus.
 - C Federal courts determine the constitutionality of a law.

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: 7 - TSU the American beliefs and principles reflected in the U.S. Constitution and why these are significant 8 - TSU the structure and functions of the government created by the U.S. Constitution	TEK:	TEK: TSU the characteristics of major political systems throughout history	TEK: 13 - TSU the spatial characteristics of a variety of global political units 14 - TSU the processes that influence political divisions, relationships, and policies
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Government	U.S. History	W. History	W. Geography
SE: 7D Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights 8A 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 8B 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	SE:	SE: ■19A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations ▲19B Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism	SE: 13A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries ■13B Compare maps of voting patterns or political boundaries to make inferences about the distribution of political power 14A Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History	W. Geography
2012 STAAR: 19B – 1 Qu/0% dual w/29F	2012 STAAR: 13B - NT
2013 STAAR: 19B – 1 Qu/30% dual w/29F	2013 STAAR: 13B – 1 Qu/52% dual w/21C
<p style="text-align: center;">2013 – 19B</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>24</p> <p>The Party said that Oceania had never been in alliance with Eurasia. He, Winston Smith, knew that Oceania had been in alliance with Eurasia as short a time as four years ago. But where did that knowledge exist? Only in his own consciousness, which in any case must soon be annihilated. And if all others accepted the lie which the Party imposed—if all records told the same tale—then the lie passed into history and became truth. "Who controls the past," ran the Party slogan, "controls the future: who controls the present controls the past."</p> <p style="text-align: right;">—George Orwell, <i>Nineteen Eighty-Four</i>, 1949</p> <p>This excerpt serves as —</p> <ul style="list-style-type: none"> F a warning against the practices of totalitarian regimes G a political commentary about conscription H a justification for the formation of limited monarchies J a defense of universal suffrage </div>	<p style="text-align: center;">2013 – 13B</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>46</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Selected North American Countries, 1821</p>  </div> <div style="text-align: center;"> <p>Selected North American Countries, 1836</p>  </div> <div style="text-align: center;"> <p>Selected North American Countries, 1848</p>  </div> </div> <p>Which inference is best supported by these maps?</p> <ul style="list-style-type: none"> F Mexico had the largest economy in North America during the mid-1800s. G The United States had more power than Mexico during the mid-1800s. H Mexico had more foreign allies in 1848 than in 1836. J A peace treaty allowed the United States to annex the Republic of Texas in 1821. </div>

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: 8 - TSU the structure and functions of the government created by the U.S. Constitution 9 - TSU the concept of federalism	TEK: TSU the impact of constitutional issues on American society	TEK: TSU how contemporary political systems have developed from earlier systems of government	TEK: TSU the processes that influence political divisions, relationships, and policies
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Government	U.S. History	W. History	W. Geography
SE: 8E Explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government 8C Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review 9D Understand the limits on the national & state governments in the U.S. federal system of government	SE: ■21C Evaluate constitutional change in terms of strict construction versus judicial interpretation	SE: ■20D Explain the significance of the League of Nations and the United Nations	SE: ▲14C Analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History	W. Geography
2012 STAAR: 20D - NT	2012 STAAR: 14C – 3 Qu/60% dual w/21A
2013 STAAR: 20D – 1 Qu/41%	2013 STAAR: 14C – 2 Qu/62% dual w/21A
<p style="text-align: center;">2013 – 20D</p> <div data-bbox="262 305 947 558" style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"> <p>[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]</p> </div> <div data-bbox="277 615 963 837" style="border: 1px solid black; padding: 5px;"> <p>53 One specific goal of the United Nations is to —</p> <ul style="list-style-type: none"> A promote economic growth through the adoption of a single global currency B encourage the development of democratic principles throughout the world C establish control over natural resources in developing countries D protect the right of leaders to maintain power over their people </div>	<p style="text-align: center;">2013 – 14C</p> <div data-bbox="1161 297 1860 496" style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"> <p>9 What is the main purpose of the Organization of Petroleum Exporting Countries (OPEC)?</p> <ul style="list-style-type: none"> A It provides economic assistance to member countries through loans. B It controls the global distribution of a natural resource. C It offers military support to threatened member countries. D It stores reserves of a natural resource. </div> <div data-bbox="1161 545 1860 959" style="border: 1px solid black; padding: 5px;"> <p>26</p> <div data-bbox="1207 597 1829 716" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>It is . . . undeniable that no settlement can be just and complete if recognition is not accorded to the right of the Arab refugee to return to the home from which he has been dislodged by the hazards and strategy of the armed conflict between Arabs and Jews in Palestine.</p> <p style="text-align: right;"><i>—Progress Report of the United Nations Mediator on Palestine, 1948</i></p> </div> <p>What was one reason for the conflict referred to in this report?</p> <ul style="list-style-type: none"> F Different groups had competing claims over land in the region. G The International Criminal Court issued warrants for suspected war criminals living in the region. H Ethnic groups competed for control of the region's natural resources. J The United Nations imposed immigration reforms in some countries in the region. </div>

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK:	TEK: 19 - TSU changes over time in the role of government 20 – TSU the changing relationships among the 3 branches of the federal government	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 19A Evaluate the impact of New Deal legislation on the historical roles of state & federal government ▲ 19B Explain constitutional issues raised by federal government policy changes during times of significant events, incl. World War I, the Great Depression, World War II, the 1960s, and 9/11 ■ 19C Describe the effects of political scandals, incl. Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U. S. citizens concerning trust in the federal government and its leaders ■ 19D Discuss the role of contemporary government legislation in the private & public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, & the American Recovery & Reinvestment Act of 2009 ■ 19E Evaluate the pros & cons of U. S. participation in international organizations & treaties ■ 20A Describe the impact of events such as the Gulf of Tonkin Resolution & the War Powers Act on the relationship between the legislative & executive branches of government	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

19A – 1 Qu/0% dual w/29H 19B – 1 Qu/100% 19C – 1 Qu/100% dual w/29H 19D – NT 20A – 1 Qu/100% dual w/29A

2013 STAAR:

19A – 1 Qu/67%
 19B – 1 Qu/67% dual w/29A
 19C – 1 Qu/33% dual w/29H
 19D – 1 Qu/33% dual w/29B
 20A - NT

2013 – 19A

9

For the purpose of enabling each State to furnish financial assistance, as far as practicable under the conditions in such State, to aged needy individuals, there is hereby authorized to be appropriated . . . for each fiscal year a sum sufficient to carry out the purposes of this title.

—Social Security Act of 1935, Title 1, Section 1

How did the legislation excerpted above affect the relationship between the U.S. government and its citizens?

- A It allowed the government to tax investment income.
- B It allowed people to have more direct input in government decisions.
- C It made most people distrust the power of the government.
- D It made the government more responsible for the people's economic welfare.

2013 – 19B

51

Whoever, when the United States is at war, shall willfully . . . utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States . . . shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both. . . .


—Espionage Act, May 1918

This law demonstrates that at one time the federal government was willing to —

- A suspend habeas corpus
- B confiscate privately owned weapons
- C force people into internment camps
- D suspend freedom of speech

2013 – 19C

67



The incident illustrated by this cartoon increased cynicism toward the U.S. government because —

- A the press secretary failed to keep the public informed of national policy changes
- B the president directed a conspiracy to mislead the nation
- C the Supreme Court overruled federal statutes that defined confidentiality
- D Congress failed to pass legislation enforcing protection of privacy rights

2013 – 19D

46

Advanced Energy Initiative: Changing the Way We Fuel Our Vehicles

- Develop advanced battery technologies that allow a plug-in hybrid-electric vehicle to have a 40-mile range operating solely on battery charge
- Foster the breakthrough technologies needed to make cellulosic ethanol cost-competitive with corn-based ethanol by 2012
- Accelerate progress towards the President's goal of enabling large numbers of Americans to choose hydrogen fuel cell vehicles by 2020

— White House National Economic Council, Advanced Energy Initiative, 2006

These proposals most clearly reflect the federal government's developing role in —

- F harvesting natural resources
- G supporting environmental conservation
- H nationalizing manufacturing industries
- J promoting business competition

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: 7 - TSU the American beliefs & principles reflected in the U.S. Constitution & why these are significant 8 - TSU the structure & functions of the government created by the U.S. Constitution	TEK:	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 7A Explain the importance of a written constitution 7B Evaluate how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution 7C Analyze how the Federalist Papers such as Number 10, Number 39, and Number 51 explain the principles of the American constitutional system of government 7G Examine the reasons the Founding Fathers protected religious freedom in America & guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," & compare & contrast this to the phrase, "separation of church & state." 8D Identify the purpose of selected independent executive agencies, incl. the National Aeronautics & Space Administration (NASA), & regulatory commissions, incl. the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), & Federal Communications Commission (FCC) 8G Explain the major responsibilities of the federal government for domestic & foreign policy such as national defense 8H Compare the structures, functions, & processes of national, state, & local governments in the U.S. federal system	SE:	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Government

TEK: 9 - TSU the concept of federalism 10 - TSU the processes for filling public offices in the U.S. system of government 11 - TSU the role of political parties in the U.S. system of government 12 - TSU the similarities & differences that exist among the U.S. system of gov. & other political systems	TEK:	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 9A Explain why the Founding Fathers created a distinctly new form of federalism & adopted a federal system of government instead of a unitary system 9B Categorize gov. powers as national, state or shared 9C Analyze historical & contemporary conflicts over the respective roles of national & state governments 10A Compare different methods of filling public offices, incl. elected & appointed offices at the local, state, & national levels 10B Explain the process of electing the president of the U.S. & analyze the Electoral College 11A Analyze the functions of political parties & their role in the electoral process at local, state, & national levels 11B Explain the two-party system & evaluate the role of third parties in the U.S. 11C Identify opportunities for citizens to participate in political party activities at local, state, & national levels 12A Compare the U.S. constitutional republic to historical & contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, & other republics 12B Analyze advantages & disadvantages of federal, confederate, & unitary systems of government 12C Analyze advantages & disadvantages of presidential & parliamentary systems of government	SE:	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK:	TEK: TSU the importance of active individual participation in the democratic process	TEK: TSU characteristics of good citizenship as exemplified by historical and contemporary figures
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE:	SE: 17D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals 17A Identify important individuals who have participated voluntarily in civic affairs at state & local levels such as Adina de Zavala & Clara Driscoll	SE: 11A Identify characteristics of good citizen-ship, incl. truthfulness, justice, equality, respect for oneself & others, responsibility in daily life, & participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 11B Identify historical figures such as Helen Keller & Clara Barton & contemporary figures such as Ruby Bridges & military & first responders who exemplify good citizenship
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TSU characteristics of good citizenship as exemplified by historical and contemporary figures	TEK: TSU characteristics of good citizenship as exemplified by historical figures and other individuals	TEK: TSU characteristics of good citizenship as exemplified by historical figures and other individuals	TEK:
3rd Grade	2nd Grade	1st Grade	Kindergarten
SE: 11A Identify characteristics of good citizen-ship, incl. truthfulness, justice, equality, respect for oneself & others, responsibility in daily life, & participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 11B Identify historical figures such as Helen Keller & Clara Barton & contemporary figures such as Ruby Bridges & military & first responders who exemplify good citizenship	SE: 13A Identify characteristics of good citizen-ship, incl. truthfulness, justice, equality, respect for oneself & others, responsibility in daily life, & participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 13B Identify historical figures such as Paul Revere, Abigail Adams, WWII Women Airforce Service Pilots (WASPs) & Navajo Code Talkers, & Sojourner Truth who have exemplified good citizenship 13C Identify other individuals who exemplify good citizenship	SE: 13A Identify characteristics of good citizen-ship, incl. truthfulness, justice, equality, respect for oneself & others, responsibility in daily life, & participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 13B Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship 13C Identify other individuals who exemplify good citizenship	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: TSU important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity	TEK: 17 - TSU the importance of active individual participation in the democratic process 16 - TSU important customs, symbols, and celebrations of Texas	TEK: TSU the impact of individual and group decisions on communities in a constitutional republic
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 17A Explain various patriotic symbols, incl. Uncle Sam, & political symbols such as the donkey and elephant 17E Explain the significance of important landmarks, incl. the White House, the Statue of Liberty, and Mount Rushmore	SE: 17B Explain how individuals can participate voluntarily in civic affairs at state & local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects 16A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions	SE: 12A Give examples of community changes that result from individual or group decisions 12B Identify examples of actions individuals & groups can take to improve the community 12C Identify examples of nonprofit and/or civic organizations such as the Red Cross & explain how they serve the common good
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”) Constitution Week	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary symbols, customs, belief, principles, celebrations, national identity, landmarks, contribute, Uncle Sam, donkey, elephant, Republican, Democrat, White House, Statue of Liberty, Mount Rushmore	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TSU the impact of individual and group decisions on communities in a constitutional republic	TEK: 13 - TSU characteristics of good citizenship as exemplified by historical figures and other individuals 14 - TS identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity	TEK: TSU important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity	TEK: TSU important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 12A Give examples of community changes that result from individual or group decisions 12B Identify examples of actions individuals & groups can take to improve the community 12C Identify examples of nonprofit and/or civic organizations such as the Red Cross & explain how they serve the common good	SE: 13D Identify ways to actively practice good citizenship, incl. involvement in community service 14C Identify selected symbols such as state & national birds & flowers & patriotic symbols such as the U.S. & TX flags & Uncle Sam	SE: 14A Explain state and national patriotic symbols, incl. the US & TX flags, the Liberty Bell, the Statue of Liberty, and the Alamo	SE: 10A Identify the flags of the US and Texas
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: TSU the rights and responsibilities of citizens of the US	TEK: TSU the rights and responsibilities of Texas citizens in a democratic society	TEK: 13 - TSU that the nature of citizenship varies among societies 14 - TSU the relation-ship among individual rights, responsibilities, duties, and freedoms in societies with representative governments
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■19C Explain the importance of personal responsibilities, incl. accepting responsibility for one's behavior & supporting one's family	SE: 16B Explain & analyze civic responsibilities of Texas citizens and the importance of civic participation	SE: 13A Describe roles and responsibilities of citizens in various contemporary societies, including the United States 14A Identify & explain the duty of civic participation in societies with representative governments
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			Celebrate Freedom Week
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: 13 - TSU that the nature of citizenship varies among societies 14 - TSU the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments	TEK: 17 - TSU important symbols, customs, celebrations, & landmarks that represent American beliefs and principles & contribute to our national identity 18 - TSU the importance of individual participation in the democratic process at the local, state, and national levels	TEK: 16 - TSU important customs, symbols, and celebrations of Texas 17 - TSU the importance of active individual participation in the democratic process	TEK: TSU characteristics of good citizenship as exemplified by historical and contemporary figures
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 13A Describe roles and responsibilities of citizens in various contemporary societies, including the United States 14A Identify & explain the duty of civic participation in societies with representative governments	SE: 17B Sing or recite "The Star-Spangled Banner" and explain its history 17C Recite & explain the meaning of the Pledge of Allegiance to the United States Flag 17D Describe the origins & significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day 18A Explain the duty individuals have to participate in civic affairs at the local, state, & national levels	SE: 16B Sing or recite "Texas, Our Texas" 16C Recite and explain the meaning of the Pledge to the TX Flag 16D Describe the origins & significance of state celebrations such as Texas Independence Day and Juneteenth 17C Explain the duty of the individual in state & local elections such as being informed and voting	SE: 11C Identify & explain the importance of individual acts of civic responsibility, incl. obeying laws, serving the community, serving on a jury, & voting
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Celebrate Freedom Week	Celebrate Freedom Week		
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TSU characteristics of good citizenship as exemplified by historical and contemporary figures	TEK: TS identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity	TEK: TSU important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity	TEK: TSU important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity
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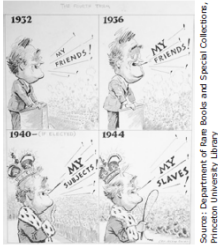
3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 11C Identify & explain the importance of individual acts of civic responsibility, incl. obeying laws, serving the community, serving on a jury, & voting	SE: 14B Identify selected patriotic songs, incl. "The Star Spangled Banner" and "America the Beautiful" 14A Recite the Pledge of Allegiance to the US Flag & the Pledge to the TX Flag 14D Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom	SE: 14C Identify anthems & mottoes of TX & the US 14B Recite and explain the meaning of the Pledge of Allegiance to the US Flag and the Pledge to the TX Flag 14E Explain how patriotic customs & celebrations reflect Am. individualism and freedom 14F Identify Constitution Day as a celebration of American freedom 14D Explain & practice voting as a way of making choices and decisions	SE: 10B Recite the Pledge of Allegiance to the US Flag & the Pledge to the TX Flag 10C Identify Constitution Day as a celebration of American freedom 10D Use voting as a method for group decision making
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship/Government

TEK: 13 - TSU rights guaranteed by the U.S. Constitution 7 - TSU the American beliefs and principles reflected in the U.S. Constitution and why these are significant	TEK: TSU the impact of constitutional issues on American society	TEK: TSU the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 13A Understand the roles of limited government & the rule of law in the protection of individual rights 7E 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	SE: ■21B Discuss historical reasons why the constitution has been amended	SE: ■22A Summarize the development of the rule of law from ancient to modern times ■22B Identify the influence of ideas regarding the right to a "trial by jury of your peers" & the concepts of "innocent until proven guilty" & "equality before the law" that originated from the Judeo-Christian legal tradition & in Greece and Rome	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 21B – 1 Qu/100% dual w/29B	2012 STAAR: 22A – 1 Qu/0% 22B – 1 Qu/0% dual w/30C
2013 STAAR: 21B – 1 Qu/33% dual w/29G	2013 STAAR: 22A – 1 Qu/63% dual w/29F 22B - NT
<p style="text-align: center;">2013 – 21B</p> <div style="border: 1px solid black; padding: 10px;"> <p>27</p>  <p>This satirical cartoon expresses a sentiment that eventually contributed to —</p> <ul style="list-style-type: none"> A the passage of a federal statute prohibiting foreign companies from contributing to presidential campaigns B the issuance of a Supreme Court ruling declaring it unconstitutional for members of the same political party to serve consecutive terms as president C the establishment of a congressional committee to investigate private presidential conduct D the ratification of a constitutional amendment establishing term limits for presidents </div>	<p style="text-align: center;">2013 – 22A</p> <div style="border: 1px solid black; padding: 10px;"> <p>27</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of his house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.</p> <p style="text-align: right;">—Hammurabi's Code</p> </div> <p>Which medieval European practice is most similar to the legal remedy given in the excerpt above?</p> <ul style="list-style-type: none"> A Judicial duel B Royal decree C Trial by jury D Trial by ordeal </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship/Government

TEK:	TEK: 16 - TSU the process of changing the U.S. Constitution and the impact of amendments on American society 19 - TSU the rights and responsibilities of citizens of the US	TEK: TSU the rights and responsibilities of Texas citizens in a democratic society	TEK: TSU the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲ 19B Summarize rights guaranteed in the Bill of Rights ▲ 16B Describe the impact of 19th-century amendments, incl. the 13th, 14th, and 15th amendments, on life in the US	SE: 16A Identify rights of Texas citizens	SE: 14B Explain relationships among rights, responsibilities, and duties in societies with representative governments
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8 th Grade	
2012 STAAR: 19B – 1 Qu/51% 16B – 1 Qu/76%	
2013 STAAR: 19B – 1 Qu/68% 16B – 1 Qu/63%	
2013 – 19B	2013 – 16B
<p>15 When citizens report for jury duty, they are helping uphold a constitutional right guaranteed by the —</p> <p>A First Amendment</p> <p>B Second Amendment</p> <p>C Sixth Amendment</p> <p>D Ninth Amendment</p>	<p>13 Which of these describes a result of the Thirteenth Amendment?</p> <p>A African Americans in the North could vote.</p> <p>B State governments were required to protect individual rights.</p> <p>C Former Confederate officials were prohibited from holding elected office.</p> <p>D African Americans in the South could move elsewhere.</p>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship/Government

TEK: TSU the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments	TEK: TSU the fundamental rights of American citizens guaranteed in the Bill of Rights & other amendments to the U.S. Constitution	TEK:	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 14B Explain relationships among rights, responsibilities, and duties in societies with representative governments	SE: 20A Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, incl. freedom of religion, speech, and press; the right to assemble & petition the government; the right to keep & bear arms; the right to trial by jury; & the right to an attorney 20B Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: 13 - TSU rights guaranteed by the U.S. Constitution 14 - TSU the difference between personal and civic responsibilities	TEK: 22 - TSU the concept of American exceptionalism 23 - TSU efforts to expand the democratic process	TEK: 21 - TSU the significance of political choices and decisions made by individuals, groups, and nations throughout history 22 - TSU the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 13B Identify and define the unalienable rights 13C Identify the freedoms and rights guaranteed by each amendment in the Bill of Rights 14A Explain the difference between personal and civic responsibilities 14B Evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good	SE: 22C Describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths ▲ 23A Identify & 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	SE: ▲ 21B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history ■ 22F Assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 23A – 1 Qu/0%	2012 STAAR: 21B – 1 Qu/0%
2013 STAAR: 23A – 1 Qu/67% dual w/29B	2013 STAAR: 21B – 1 Qu/89%
<p style="text-align: center;">2013 – 23A</p> <div style="border: 1px solid black; padding: 10px;"> <p>20</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Most states allow citizens to vote in elections after presenting a voter-registration card. Some federal legislators attempted to pass a bill requiring another form of identification for voting. Some citizens who opposed this proposed bill solicited donations and hired someone to talk to members of Congress on their behalf. The hired representative met with the members of Congress and attempted to persuade them to vote against the bill.</p> </div> <p>What type of political activity is described in this scenario?</p> <ul style="list-style-type: none"> F Protesting G Boycotting H Lobbying J Recalling </div>	<p style="text-align: center;">2013 – 21B</p> <div style="border: 1px solid black; padding: 10px;"> <p>40 In ancient Sparta, which activity was a defining feature of citizenship for men?</p> <ul style="list-style-type: none"> F Financial contribution to public-works projects G Attendance at religious ceremonies H Participation in public assemblies J Membership in the military </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: TSU the rights and responsibilities of citizens of the US	TEK:	TEK: TSU that the nature of citizenship varies among societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ▲ 19A Define and give examples of unalienable rights ■ 19D Identify examples of responsible citizenship, incl. obeying rules & laws, staying informed on public issues, voting, and serving on juries 19E Summarize the criteria and explain the process for becoming a naturalized citizen of the US ■ 19F Explain how the rights & responsibilities of US citizens reflect our national identity	SE:	SE: 13B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies 13C Compare the role of citizens in the US with the role of citizens from various contemporary societies with representative and nonrepresentative governments
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8th Grade

2012 STAAR:
19A – 1 Qu/51%

2013 STAAR:
19A – 1 Qu/47% dual w/29A

2013 – 19A

36

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights. . . .

—Declaration of Independence, 1776

This excerpt refers to rights that people —


- F** earn by demonstrating loyalty to their government
- G** receive by becoming citizens of a country
- H** have as a result of being human
- J** are granted after enlistment in the military

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: 15 - TSU the importance of voluntary individual participation in the U.S. constitutional republic 16 - TSU the importance of the expression of different points of view in a constitutional republic	TEK: 23 - TSU efforts to expand the democratic process 24 - TSU the importance of effective leadership in a constitutional republic	TEK: TSU the significance of political choices and decisions made by individuals, groups, and nations throughout history	TEK: TSU how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels
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Government	U.S. History	W. History	W. Geography
SE: 15B Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity 15C Understand the factors that influence an individual's political attitudes and actions 16A Examine 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	SE: ■23B Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924 ■24B Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton	SE: ■21C Identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia	SE: ■15A Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary


U.S. History	W. Geography
2012 STAAR: 23B – 1 Qu/0% 24B – 1 Qu/0%	2012 STAAR: 15A – 2 Qu/56% dual w/21A
2013 STAAR: 23B – 1 Qu/33% dual w/29B 24B – 1 Qu/67%	2013 STAAR: 15A – 2 Qu/54% dual w/21A
<p style="text-align: center;">2013 – 23B</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>62</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p>The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. . . .</p> <p style="text-align: right;"><i>– 19th Amendment to the U.S. Constitution</i></p> </div> <p>What was one way the constitutional amendment excerpted above helped advance the cause of gender equality?</p> <p>F It gave women a greater opportunity to influence government.</p> <p>G It gave women new economic rights, such as property ownership.</p> <p>H It established the idea that women should contribute to all sectors of the economy.</p> <p>J It contributed to a long-term decline in the number of men voting in elections.</p> </div> <p style="text-align: center;">2013 – 24B</p> <div style="border: 1px solid black; padding: 10px;"> <p>42 President Franklin D. Roosevelt sought to reassure the American public during uncertain economic times by —</p> <p>F publishing a weekly news editorial titled "The Road to Prosperity and Peace"</p> <p>G holding weekly town-hall meetings with average citizens</p> <p>H making short appearances in a variety of Hollywood films</p> <p>J delivering a series of evening radio speeches known as fireside chats</p> </div>	<p style="text-align: center;">2013 – 15A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>20</p> <div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p style="text-align: center;">Debate Tonight</p> <p style="text-align: center;">Globalization: For and Against</p> <p style="text-align: center;">Debaters Wendy Yanick: "In Defense of Globalization" Randy Tremaine: "The Dangers of Globalization"</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: left;"> <p style="text-align: center;">Location: University Auditorium Time: 7:00 P.M.</p> </div>  </div> </div> <p>Which of these does Randy Tremaine most likely support?</p> <p>F Efforts to encourage less-developed countries to join free-trade organizations</p> <p>G Outsourcing jobs to countries where labor and resources are less expensive</p> <p>H A tariff policy that promotes the importation of manufactured goods</p> <p>J Regulatory measures that protect domestic businesses from foreign competition</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>45 As climate change becomes a more recognized global issue, many countries are starting to —</p> <p>A limit the production of vehicles that use alternative fuels</p> <p>B require the use of petroleum products</p> <p>C pass legislation mandating the reduction of carbon emissions</p> <p>D deregulate the coal industry</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TEK: TSU how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels	TEK: 20 - TSU the importance of voluntary individual participation in the democratic process 21 - TSU the importance of the expression of different points of view in a constitutional republic	TEK: TSU the importance of the expression of different points of view in a democratic society	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■15A Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels	SE: ■20A Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, & William Penn in the development of self-government in colonial America ■20C Analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax ■21A Identify different points of view of political parties and interest groups on important historical & contemporary issues	SE: 17A Identify different points of view of political parties and interest groups on important Texas issues, past & present	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 15A – 2 Qu/56% dual w/21A	2012 STAAR: 20A - NT
2013 STAAR: 15A – 2 Qu/54% dual w/21A	2013 STAAR: 20A – 1 Qu/53% dual w/29B
<p style="text-align: center;">2013 – 15A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">20</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Debate Tonight</p> <p>Globalization: For and Against</p> <p>Debaters Wendy Yanick: "In Defense of Globalization" Randy Tremaine: "The Dangers of Globalization"</p> <p>Location: University Auditorium Time: 7:00 P.M.</p> </div>  <p>Which of these does Randy Tremaine most likely support?</p> <p>F Efforts to encourage less-developed countries to join free-trade organizations</p> <p>G Outsourcing jobs to countries where labor and resources are less expensive</p> <p>H A tariff policy that promotes the importation of manufactured goods</p> <p>J Regulatory measures that protect domestic businesses from foreign competition</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>45 As climate change becomes a more recognized global issue, many countries are starting to –</p> <p>A limit the production of vehicles that use alternative fuels</p> <p>B require the use of petroleum products</p> <p>C pass legislation mandating the reduction of carbon emissions</p> <p>D deregulate the coal industry</p> </div>	<p style="text-align: center;">2013 – 20A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">45</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>For the well Governeing of this Province and Territories there shall be an Assembly yearly Chosen by the Freemen thereof to Consist of foure persons out of each County. . . .</p> <p style="text-align: right;"><i>—William Penn, Pennsylvania Charter of Privileges, 1701</i></p> </div> <p>Which feature of colonial self-government does this charter establish?</p> <p>A Direct democracy</p> <p>B An elected legislature</p> <p>C Separation of powers</p> <p>D Checks and balances</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: 16 - TSU the importance of the expression of different points of view in a constitutional republic. 13 - TSU rights guaranteed by the U.S. Constitution	TEK:	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 16B Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms 13E Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government	SE:	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: TSU the importance of the expression of different points of view in a constitutional republic	TEK: TSU the importance of the expression of different points of view in a democratic society	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■21B Describe the importance of free speech and press in a constitutional republic ■21C Summarize a historical event in which compromise resulted in a peaceful resolution	SE: 17C Express and defend a point of view on an issue of historical or contemporary interest in Texas 17B Describe the importance of free speech and press in a democratic society	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

8 th Grade
2012 STAAR: 21B – 1 Qu/43% dual w/29D
2013 STAAR: 21B - NT

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: 20 - TSU the importance of voluntary individual participation in the democratic process 22 - TSU the importance of effective leadership in a constitutional republic	TEK: TSU the importance of effective leadership in a democratic society	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■20B Evaluate the contributions of the Founding Fathers as models of civic virtue ■22A Analyze the leadership qualities of elected and appointed leaders of the US such as George Washington, John Marshall, & Abraham Lincoln	SE: 18A Identify the leadership qualities of elected and appointed leaders of TX, past and present, incl. Texans who have been president of the US	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK:	TEK: 18 - TSU the importance of individual participation in the democratic process at the local, state, & national levels 19 - TSU the importance of effective leadership in a constitutional republic	TEK: 17 - TSU the importance of active individual participation in the democratic process 18 - TSU the importance of effective leadership in a constitutional republic	TEK:
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE:	SE: 18B Explain how to contact elected and appointed leaders in local, state, & national governments 19A Explain the contributions of Founding Fathers to the development of the national government 19B Identify past and present leaders in the national government, incl. the president & various members of Congress, & their political parties 19C Identify and compare leadership qualities of national leaders, past & present	SE: 17E Explain how to contact elected and appointed leaders in state and local governments 18A Identify leaders in state, local, & national governments, incl. the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States 18B Identify leadership qualities of state & local leaders, past and present	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TSU rights guaranteed by the U.S. Constitution	TEK: TSU efforts to expand the democratic process	TEK: 22 - TSU the historical development of significant legal & political concepts related to the rights & responsibilities of citizenship 21 - TSU the significance of political choices & decisions made by individuals, groups, & nations throughout history	TEK: TSU how different pts of view influence the development of public policies and decision-making processes on local, state, national, & international levels
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Government	U.S. History	W. History	W. Geography
SE: 13D 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	SE: ■23C Explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."	SE: ■22E Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, & Chinese student protestors in Tiananmen Square ■22F Assess the degree to which American ideals have advanced human rights & democratic ideas throughout the world ■ 22D Identify examples of genocide, incl. the Holocaust & genocide in the Balkans, Rwanda, & Darfur ■ 21A Describe how people have participated in supporting or changing their governments	SE: ■15B Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History	W. Geography
2012 STAAR: 22E – 2 Qu/0% dual w/30C 22D – 1 Qu/0% 21A - NT	2012 STAAR: 15B – 2 Qu/52% dual w/21A
2013 STAAR: 22E – 1 Qu/56% 22D – 1 Qu/56% dual w/29F 21A – 1 Qu/33% dual w/29F	2013 STAAR: 15B – 2 Qu/52%
<p style="text-align: center;">2013 – 22E</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>16 Which group was most successful in achieving national democratic reforms?</p> <p>F The revolutionaries who overthrew the shah of Iran</p> <p>G The demonstrators who marched against the junta in Myanmar</p> <p>H The activists who supported Nelson Mandela in South Africa</p> <p>J The students who demonstrated in Tiananmen Square</p> </div> <p style="text-align: center;">2013 – 22D</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>42</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>The International Criminal Tribunal for Rwanda was established for the prosecution of persons responsible for genocide and other serious violations of international humanitarian law committed in the territory of Rwanda. . . .</p> <p style="text-align: center;"><i>—United Nations, information page about the International Criminal Tribunal for Rwanda, http://www.unictt.org (accessed October 12, 2010)</i></p> </div> <p>This tribunal was established in response to a conflict caused by —</p> <p>F the government seizure of private property</p> <p>G the persecution of migrant laborers</p> <p>H increased tensions between ethnic groups</p> <p>J challenges to the results of a national election</p> </div> <p style="text-align: center;">2013 – 21A</p> <div style="border: 1px solid black; padding: 5px;"> <p>37</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Fueled by large infusions of Western credit, Poland's economic growth rate was one of the world's highest during the first half of the 1970s. But much of the borrowed capital was misspent, and the centrally planned economy was unable to use the new resources effectively. The growing debt burden became insupportable in the late 1970s, and economic growth had become negative by 1979. . . .</p> <p>In July 1980, with the Polish foreign debt at more than \$20 billion, the government made another attempt to increase meat prices. A chain reaction of strikes virtually paralyzed the Baltic coast by the end of August. . . .</p> <p style="text-align: center;"><i>—U.S. Department of State "Background Note: Poland," http://www.state.gov (accessed November 8, 2010)</i></p> </div> <p>What was the primary result of these events?</p> <p>A Poland became the first Eastern Bloc country to join the European Union.</p> <p>B The Soviet government began the policy of perestroika.</p> <p>C Poland demanded to be included in the Comintern.</p> <p>D The Solidarity labor movement began.</p> </div>	<p style="text-align: center;">2013 – 15B</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>29 The constitution of which country is most directly influenced by the religion of Islam?</p> <p>A France</p> <p>B Slovenia</p> <p>C Kuwait</p> <p>D China</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>44 One reason for the stability of the U.S. political system is that widespread public support exists for —</p> <p>F allowing citizens to choose government officials</p> <p>G government welfare programs</p> <p>H a single state-sponsored religion</p> <p>J requiring military service by citizens</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: TSU how different pts of view influence the development of public policies and decision-making processes on local, state, national, & international levels	TEK: TSU the importance of effective leadership in a constitutional republic	TEK: TSU the importance of effective leadership in a democratic society	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■15B Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	SE: ■22B Describe the contributions of significant political, social, and military leaders of the U.S. such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton	SE: 18B Identify the contributions of TX leaders, incl. Lawrence Sullivan “Sul” Ross, John Nance Garner (“Cactus Jack”), James A. Baker III, Henry B. Gonzalez, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, & Raul A. Gonzalez Jr	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 15B – 2 Qu/48% dual w/21A	2012 STAAR: 22B – 1 Qu/60% dual w/29B
2013 STAAR: 15B – 2 Qu/52%	2013 STAAR: 22B – 1 Qu/49%
<p style="text-align: center;">2013 – 15B</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>29 The constitution of which country is most directly influenced by the religion of Islam?</p> <ul style="list-style-type: none"> A France B Slovenia C Kuwait D China </div> <div style="border: 1px solid black; padding: 5px;"> <p>44 One reason for the stability of the U.S. political system is that widespread public support exists for —</p> <ul style="list-style-type: none"> F allowing citizens to choose government officials G government welfare programs H a single state-sponsored religion J requiring military service by citizens </div>	<p style="text-align: center;">2013 – 22B</p> <div style="border: 1px solid black; padding: 5px;"> <p>37 In 1787, Congress awarded John Paul Jones the Congressional Gold Medal in honor of his “valor and brilliant services” during the Revolutionary War. Which accomplishment was Congress recognizing?</p> <ul style="list-style-type: none"> A Leading the evacuation of Washington, D.C., during the British invasion B Preparing the strategy for the American victory at Yorktown C Persuading France to provide military assistance to the Continental army D Commanding a victory at sea against the British navy </div>

Social Studies
Vertical Alignment by Grade

Strand: Citizenship

TEK: 13 - TSU rights guaranteed by the U.S. Constitution 14 - TSU the difference between personal and civic responsibilities 15 – TSU the importance of voluntary individual participation in the U. S. constitutional republic	TEK: 22 - TSU the concept of American exceptionalism 24 - TSU the importance of effective leadership in a constitutional republic	TEK: 22 – TSU the historical development of significant legal & political concepts related to the rights & responsibilities of citizenship	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 13F Recall the conditions that produced the 14th Amendment & describe subsequent efforts to selectively extend some of the Bill of Rights to the states, incl. the Blaine Amendment & U.S. Supreme Court rulings, & analyze the impact on the scope of fundamental rights & federalism 14C Understand the responsibilities, duties, & 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, & serving the public good 14D Understand the voter registration process & the criteria for voting in elections 15A Analyze the effectiveness of various methods of participation in the political process at local, state, & national levels	SE: ■ 22A Discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, & laissez-faire 22B Describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations’ 24A Describe qualities of effective leadership	SE: ■ 22C Identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union & Armenia	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History
2012 STAAR: 22C – 1 Qu/0% dual w/29C
2013 STAAR: 22C - NT

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: TSU how people from various groups contribute to our national identity	TEK:	TEK: TSU the distribution, patterns, and characteristics of different cultures
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Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 26C Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape Am. culture	SE:	SE: ■ 17C Compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other under-represented populations
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:
26C – 1 Qu/0%

2013 STAAR:
26C – 2 Qu/67%

2013 – 26C

- 6 Jackie Robinson first rose to national prominence in the late 1940s when he —
- F organized sit-ins to desegregate lunch counters
 - G enrolled in the racially segregated University of Mississippi
 - H helped bring an end to racial segregation in Major League Baseball
 - J participated in the Freedom Rides to desegregate interstate bus terminals

W. Geography

2012 STAAR:
17C – 1 Qu/80% dual w/21A

2013 STAAR:
17C – 2 Qu/60% dual w/21A

2013 – 17C

35

- Girls in poor countries with pre-existing low female schooling are highly vulnerable to being pulled out of school as households cope with declining household income.
- Women's income in developing countries will likely be reduced as a result of losses in employment in export oriented industries, tightening micro-finance lending, and/or drop in remittances.

—World Bank press release, March 6, 2009

Which of the following is most likely to cause the negative effects described in the excerpt?

- A Protective tariffs
- B Global climate change
- C A global economic recession
- D A political coup

38

Secondary Net Enrollment Rates for Women by Region, 1999 and 2007

Region	1999 (%)	2007 (%)
Africa	~25	~30
Asia	~50	~60
Latin America	~65	~75

Source: UNESCO Institute for Statistics

What is one reason for the changes shown on the graph?

- F International organizations provided aid for the education of women.
- G Many countries shifted to primary economic activities.
- H The number of women serving as heads of state increased.
- J The cost of operating schools declined.

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the distribution, patterns, and characteristics of different cultures	TEK: TSU the relationships between and among people from various groups, incl. racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries	TEK: TSU the concept of diversity within unity in Texas	TEK: TSU the similarities and differences within and among cultures in various world societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■17C Compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other under-represented populations	SE: ■23D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity	SE: 19A Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances 19B Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture	SE: 15C Define a multicultural society and consider both the positive and negative qualities of multiculturalism 15D Analyze the experiences & evaluate the contributions of diverse groups to multicultural societies
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			Multicultural society, positive, negative, qualities of multiculturalism, diverse groups, multicultural societies

2012 STAAR:
17C – 1 Qu/80% dual w/21A

2012 STAAR:
23D – 1 Qu/57%

2013 STAAR:
17C – 2 Qu/60% dual w/21A

2013 STAAR:
23D - NT

2013 – 17C

35

- Girls in poor countries with pre-existing low female schooling are highly vulnerable to being pulled out of school as households cope with declining household income.
- Women's income in developing countries will likely be reduced as a result of losses in employment in export oriented industries, tightening micro-finance lending, and/or drop in remittances.

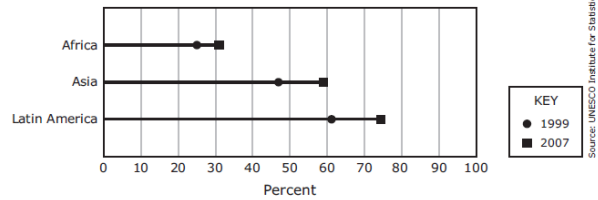
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Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the similarities and differences within and among cultures in various world societies	TEK: TSU the contributions of people of various racial, ethnic, & religious groups to the United States	TEK: TSU the contributions of people of various racial, ethnic, and religious groups to TX	TEK: 13 - TSU ethnic and/or cultural celebrations of the local community & other communities 14 - TSU the role of heroes in shaping the culture of communities, the state & nation
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 15C Define a multicultural society and consider both the positive and negative qualities of multiculturalism 15D Analyze the experiences & evaluate the contributions of diverse groups to multicultural societies	SE: 22B Describe customs & traditions of various racial, ethnic, and religious groups in the United States 22C Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity	SE: 19B Identify customs, celebrations, and traditions of various cultural, regional, and local groups in TX such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio 19C Summarize the contributions of people of various racial, ethnic, and religious groups in the development of TX such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe	SE: 13A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities 13B Compare ethnic and/or cultural celebrations in the local community with other communities 14A Identify & compare heroic deeds of state & national heroes, incl. Hector P. Garcia & James A. Lovell, & other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes 14B Identify & analyze heroic deeds of individuals, incl. military & first responders such as the Four Chaplains
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			*Yamboree Flip Book – compare w/another community festival (Gregg Co. Fair, Texas State Fair, Rose Festival, Strawberry Festival) *Heroic deeds – Todd Beamer 911 PowerPoint w/Founding Fathers Military first responders Four chaplains *Compare 911, Veterans Day, Pearl Harbor, Memorial Day
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			*Compare community celebrations *Explain significance *Identify & analyze – know & understand
Vocabulary	Vocabulary	Vocabulary	Vocabulary
Multicultural society, positive, negative, qualities of multiculturalism, diverse groups, multicultural societies			ethnic celebration

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: 13 - TSU ethnic and/or cultural celebrations of the local community & other communities 14 - TSU the role of heroes in shaping the culture of communities, the state & nation	TEK: TSU ethnic and/or cultural celebrations	TEK: TSU the importance of family and community beliefs, customs, language, & traditions	TEK: TSU the importance of family customs and traditions
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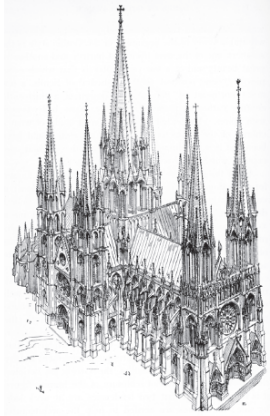
3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 13A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities 13B Compare ethnic and/or cultural celebrations in the local community with other communities 14A Identify & compare heroic deeds of state & national heroes, incl. Hector P. Garcia & James A. Lovell, & other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes 14B Identify & analyze heroic deeds of individuals, incl. military & first responders such as the Four Chaplains	SE: 16A Identify the significance of various ethnic and/or cultural celebrations 16B Compare ethnic and/or cultural celebrations	SE: 15A Describe & explain the importance of various beliefs, customs, language, & traditions of families and communities	SE: 12A Describe & explain the importance of family customs and traditions 12B Compare family customs & traditions
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*Yamboree Flip Book – compare w/another community festival (Gregg Co. Fair, Texas State Fair, Rose Festival, Strawberry Festival) *Heroic deeds – Todd Beamer 911 PowerPoint w/Founding Fathers Military first responders Four chaplains *Compare 911, Veterans Day, Pearl Harbor, Memorial Day			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
*Compare community celebrations *Explain significance *Identify & analyze – know & understand			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
ethnic celebration			

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: TSU the relationship between the arts and the times during which they were created	TEK: TSU the relationship between the arts and the times during which they were created	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: ■25A Describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature ■25C Identify the impact of popular American culture on the rest of the world over time	SE: ■26A Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures 26C Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
<p>2012 STAAR: 25A – 1 Qu/0% 25C – 1 Qu/0% dual w/29B</p>	<p>2012 STAAR: 26A – 1 Qu/0% dual w/30C</p>
<p>2013 STAAR: 25A – 1 Qu/33% dual w/29B 25C - NT</p>	<p>2013 STAAR: 26A – 1 Qu/50% dual w/30C</p>
<p style="text-align: center;">2013 – 25A</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>33</p> <p>Another visual mark of change has been in clothing styles. As radical groups have all but disappeared from most colleges and high schools . . . the street-fighting uniforms, the Army surplus look, the blue jeans and work shirts, and the costumes of the “freaks,” the tie-dyed, thrift shop and frontier scout styles, have become rarer and rarer.</p> <p>With some exceptions, . . . students are dressing up more—not high-style, but neater, cleaner and brighter.</p> <p style="text-align: right;"><i>—Douglas E. Kneeland, New York Times</i></p> <p>This excerpt describes changes in student fashion toward the end of —</p> <ul style="list-style-type: none"> A the Jazz Age B the Cold War C the counterculture movement D the conservative movement </div>	<p style="text-align: center;">2013 – 26A</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>58</p> <p style="text-align: center;">Scheme of a Cathedral</p>  <p style="text-align: center; font-size: small;">Source: Macmillan Company</p> <p>Which features of this building are correctly identified with an architectural style?</p> <ul style="list-style-type: none"> F Spires and flying buttresses: Gothic G Rounded vaults and arches: Renaissance H Balance and symmetry: Neoclassical J Thick walls and sturdy design: Romanesque </div>

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: 23 - TSU the relationships between and among people from various groups, inc. racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries 26 - TSU the relationship between the arts & the times during which they were created	TEK: TSU the concept of diversity within unity in Texas	TEK: TSU the relationship that exists between the arts and the societies in which they are produced
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■26A Describe developments in art, music, and literature that are unique to Am. culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the US ■26C Analyze the relationship between fine arts and continuity and change in the American way of life ▲23A Identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration	SE: 19D Identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote	SE: 18B Relate ways in which contemporary expressions of culture have been influenced by the past 18A Explain the relationships that exist between societies and their architecture, art, music, and literature
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
			ELA – connect w/Rdg activity
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
26C, 23A - NT

2013 STAAR:
26C – 1 Qu/90% dual w/29C
23A – 2 Qu/81%

2013 – 26C

33

Niagara Falls, Thomas Cole, 1830



Source: National Park Service

This painting shares a common theme with which literary work?

- A "The Tell-Tale Heart," by Edgar Allan Poe
- B *The Scarlet Letter*, by Nathaniel Hawthorne
- C "Paul Revere's Ride," by Henry Wadsworth Longfellow
- D *Nature*, by Ralph Waldo Emerson

2013 – 23A

18 Catholics immigrated to the Maryland colony in the seventeenth century primarily to —

- F profit from natural resources
- G avoid crop failures and famine
- H produce cash crops to pay off debts
- J escape persecution

21 In the 1840s, thousands of Irish immigrants came to the United States seeking to escape —

- A a civil war between Protestants and Catholics
- B a famine caused by the failure of a staple food crop
- C a series of violent conflicts between the British and Irish governments
- D a series of smallpox epidemics

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the relationship that exists between the arts and the societies in which they are produced	TEK: 21 - TSU the relationship between the arts & the times during which they were created 22 - TSU the contributions of people of various racial, ethnic & religious groups to the United States	TEK: TSU the contributions of people of various racial, ethnic, and religious groups to TX	TEK: TSU the importance of writers and artists to the cultural heritage of communities
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 18B Relate ways in which contemporary expressions of culture have been influenced by the past 18A Explain the relationships that exist between societies and their architecture, art, music, and literature	SE: 21A Identify significant examples of art, music, & literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride" 21B Explain how examples of art, music, & literature reflect the times during which they were created 22A Identify the similarities and differences within and among various racial, ethnic, and religious groups in the US	SE: 19A Identify the similarities and differences among various racial, ethnic, and religious groups in TX	SE: 15A Identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley & their stories, poems, statues, & paintings & other examples of cultural heritage from various communities 15B Explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, & paintings & other examples of cultural heritage to various communities
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
ELA – connect w/Rdg activity		*Bring in Roman Catholic & Anglo-Protestant – caused problems with early settlers between Mexico & TX *Cultures today – German, Hispanics, etc. w/food, dress, celebrations *A to Z book Holidays Around the World Writing Activity *Be sure to incorporate capitalization rules here (ELA 4.21Biii)	*PowerPoint *Identify – Kadir Nelson – The Ship, Tomie dePaola – Love of Rdg, Carmen Lomas Garza Family Pictures PowerPoint *Review poetry, stories, statues, paintings, cultural heritage *Explain significance of Laura Ingalls Wilder, Bill Martin Jr., Phillis Wheatley (statue) *Capitalization rules while teaching/writing
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		Compare & contrast various racial, ethnic, & religious groups in TX	Identify heritage
Vocabulary	Vocabulary	Vocabulary	Vocabulary
	similarities, differences, racial group, ethnic group, religious group (Baptist, Mormon, Catholic, Methodist, etc.), created, contribution, art, music (genres-jazz, country, rock, hip hop)		heritage, culture

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the importance of writers and artists to the cultural heritage of communities	TEK: TSU the significance of works of art in the local community	TEK: TSU the importance of family & community beliefs, customs, language, & traditions	TEK: TSU similarities and differences among people
3rd Grade	2nd Grade	1st Grade	Kindergarten
SE: 15A Identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley & their stories, poems, statues, & paintings & other examples of cultural heritage from various communities 15B Explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, & paintings & other examples of cultural heritage to various communities	SE: 15A Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage 15B Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage	SE: 15B Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities	SE: 11A Identify similarities and differences among people such as kinship, laws, & religion 11B Identify similarities and differences among people such as music, clothing, & food
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*PowerPoint *Identify – Kadir Nelson – The Ship, Tomie dePaola – Love of Rdg, Carmen Lomas Garza Family Pictures PowerPoint *Review poetry, stories, statues, paintings, cultural heritage *Explain significance of Laura Ingalls Wilder, Bill Martin Jr., Phillis Wheatley (statue) *Capitalization rules while teaching/writing	Namesake – U. S. Secretary of the Navy, Thomas Walker Gilmer Indian Rock – the Indians grind the corn Dog-Run House Trail of Tears Don Henley & Johnny Mathis - birthplace	*Integrate w/ELA – What is the fable teaching? The Tortoise and the Hare	
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Identify heritage			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
heritage, culture		customs, language, tradition, beliefs, family	

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the relationship between government policies and the culture of the United States	TEK:	TEK:	TEK: TSU how the components of culture affect the way people live and shape the characteristics of regions
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Government	U.S. History	W. History	W. Geography
SE: 17B 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	SE:	SE:	SE: ■16C Explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

2012 STAAR:

16C – 1 Qu/66% dual w/21A

2013 STAAR:

16C – 3 Qu/70% dual w/21A

2013 – 16C

3 Which statement best explains how Jerusalem is perceived throughout the world?

- A** Foreign students regard it as an intellectual center for higher education.
- B** Several countries claim it as a colonial possession.
- C** Economists view it as an important center for international trade.
- D** The adherents of several major religions regard it as a holy city.

30

Due to its isolationist nature, North Korea's human rights record is difficult to evaluate. However, non-governmental organizations (NGOs), think tanks, and defectors continue to report that North Korea maintains a record of consistent, severe human rights violations, stemming from the government's total control over all activity.

—U.S. Department of State, 2010

It can be inferred from this excerpt that —

- F** unrestricted Internet access is common in North Korea
- G** North Koreans are free to protest government policies
- H** the principles of free enterprise are supported by the North Korean government
- J** many North Koreans receive censored information about the rest of the world

67 Two major reasons that Saudi Arabia is important to many people around the world are —

- A** its economic equality and large universities
- B** its free markets and commercial agriculture
- C** its religious sites and oil resources
- D** its armed forces and modern cities

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU how the components of culture affect the way people live and shape the characteristics of regions	TEK: TSU the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries	TEK:	TEK: TSU the similarities and differences within and among cultures in various world societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■16C Explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently	SE: ■23C Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved ■23B Explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs	SE:	SE: 15A Define culture & and the common traits that unify a culture region 15B Identify & describe common traits that define cultures 15E Analyze the similarities and differences among various world societies 15F Identify and explain examples of conflict and cooperation between and among cultures
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography	8 th Grade
2012 STAAR: 16C – 1 Qu/66% dual w/21A	2012 STAAR: 23C - NT
2013 STAAR: 16C – 3 Qu/70% dual w/21A	2013 STAAR: 23C – 1 Qu/44% dual w/29C
<p style="text-align: center;">2013 – 16C</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>3 Which statement best explains how Jerusalem is perceived throughout the world?</p> <p>A Foreign students regard it as an intellectual center for higher education.</p> <p>B Several countries claim it as a colonial possession.</p> <p>C Economists view it as an important center for international trade.</p> <p>D The adherents of several major religions regard it as a holy city.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>30</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Due to its isolationist nature, North Korea's human rights record is difficult to evaluate. However, non-governmental organizations (NGOs), think tanks, and defectors continue to report that North Korea maintains a record of consistent, severe human rights violations, stemming from the government's total control over all activity.</p> <p style="text-align: right;"><i>—U.S. Department of State, 2010</i></p> </div> <p>It can be inferred from this excerpt that —</p> <p>F unrestricted Internet access is common in North Korea</p> <p>G North Koreans are free to protest government policies</p> <p>H the principles of free enterprise are supported by the North Korean government</p> <p>J many North Koreans receive censored information about the rest of the world</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>67 Two major reasons that Saudi Arabia is important to many people around the world are —</p> <p>A its economic equality and large universities</p> <p>B its free markets and commercial agriculture</p> <p>C its religious sites and oil resources</p> <p>D its armed forces and modern cities</p> </div>	<p style="text-align: center;">2013 – 23C</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>14</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Gold was discovered on Cherokee land. </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Georgia annexed Cherokee land and abolished the Cherokee government and its laws. </div> <div style="font-size: 2em;">→</div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> The Cherokees refused to move from their land. </div> </div> <p>One attempt to resolve this issue without violence involved which action?</p> <p>F The Cherokee Nation challenged Georgia's anti-Cherokee laws before the U.S. Supreme Court.</p> <p>G Georgia asked the federal government for funds to purchase Cherokee land.</p> <p>H The Cherokee Nation asked President Andrew Jackson to negotiate with Georgia.</p> <p>J Georgia offered to grant U.S. citizenship to the Cherokees.</p> </div>

Social Studies
Vertical Alignment by Grade

Strand: Culture


TEK:	TEK:	TEK: TSU the concept of diversity within unity in Texas	TEK: 16 - TSU that all societies have basic institutions in common even though the characteristics of these institutions may differ 17 - TSU relationships that exist among world cultures
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE:	SE: 19C Identify examples of Spanish influence & the influence of other cultures on TX such as place names, vocabulary, religion, architecture, food, and the arts	SE: 16A Identify institutions basic to all societies, incl. government, economic, educational, and religious institutions 16B Compare characteristics of institutions in various contemporary societies 16C Analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education & the use of monumental architecture by religious institutions 17A Identify & describe how culture traits such as trade, travel, & war spread 17B Identify and describe factors that influence cultural change such as improved communication, transportation, and economic development 17C Evaluate the impact of improved communication technology among cultures 17D Identify & define the impact of cultural diffusion on individuals & world societies 17E Identify examples of positive and negative effects of cultural diffusion
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: TSU the relationship between the arts and the times during which they were created	TEK: TSU the relationship between the arts and the times during which they were created	TEK:
Government	U.S. History	W. History	W. Geography
SE:	SE: ▲ 25B Describe both the positive and negative impacts of significant examples 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	SE: ■ 26B Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 25B – 1 Qu/0% dual w/29B	2012 STAAR: 26B – 2 Qu/0% dual w/30C
2013 STAAR: 25B – 1 Qu/100%	2013 STAAR: 26B – 1 Qu/43% dual w/30C
<p style="text-align: center;">2013 – 25B</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>21 Which of these is an effect rock and roll had on society in the United States in the 1950s?</p> <ul style="list-style-type: none"> A It reminded people of prewar days. B It contributed to a cultural divide between generations. C It increased the fear of communist expansion. D It promoted values learned during times of economic hardship. </div>	<p style="text-align: center;">2013 – 26B</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">36</p> <p style="text-align: center;">Sculpture from the Court of Benin, Sixteenth Century</p>  <p style="text-align: right; font-size: small;">© The Metropolitan Museum of Art/Art Resource, NY</p> <p>It can be inferred that the culture in which this sculpture was created —</p> <ul style="list-style-type: none"> F applied strict guidelines to government propaganda G was influenced by the ancient Greeks H had advanced knowledge of metallurgy J used statues in religious festivals </div>

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: TSU the relationship between the arts and the times during which they were created	TEK:	TEK: TSU the relationship that exists between the arts and the societies in which they are produced
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■26B Identify examples of American art, music, and literature that reflect society in different eras	SE:	SE: 18D Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time 18C Describe ways in which contemporary issues influence creative expressions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK:	TEK: 23 - TSU the history and relevance of major religious and philosophical traditions 25 – TSU how the development of ideas has influenced institutions and societies	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE: ■25A Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India; ■23B Identify examples of religious influence on various events referenced in the major eras of world history	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:
25A – 1 Qu/0% dual w/30C
23B - NT

2013 STAAR:
25A – 2 Qu/54%
23B – 2 Qu/73% dual w/29F

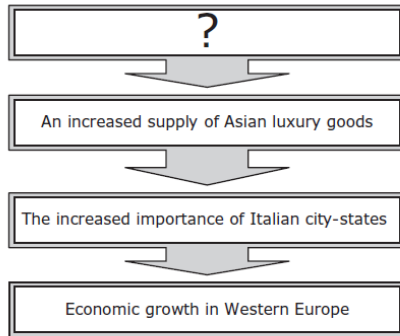
2013 – 25A

48 On which principle was the Chinese philosophy of Legalism based?

- F Rulers derive their power from the people.
- G Divine laws can be observed in the natural world.
- H People need rules to force them to behave morally.
- J Authority can be used compassionately in society.

2013 – 23B

1



Which of the following began this chain of events?

- A The opening of trade routes during the Crusades
- B A population decline caused by the Black Death
- C The discovery of new foods in the New World
- D A religious conflict caused by the Protestant Reformation

59 The twentieth-century conflict in Northern Ireland was the result of political and religious differences between —

- A Catholics and Muslims
- B Jews and Protestants
- C Protestants and Catholics
- D Muslims and Jews

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: TSU the impact of religion on the American way of life	TEK:	TEK: TSU the relationships among religion, philosophy, & culture
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■25A Trace the development of religious freedom in the United States ▲25C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life ■25B Describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings	SE:	SE: 19A Explain the relationship among religious ideas, philosophical ideas, and cultures 19B Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
25A, 25C - NT

2013 STAAR:
25A – 1 Qu/72% dual w/29C
25C – 1 Qu/78% dual w/29B

2013 – 25A

16

The Puritans founded the Massachusetts Bay Colony to escape persecution.

Roger Williams was banished from the Massachusetts Bay Colony and formed a new colony that did not have a state church.

Anne Hutchinson was expelled from the Massachusetts Bay Colony for dissenting against church doctrine.

This diagram describes events in colonial America that are related to —

- F** the eventual adoption of the U.S. Constitution
- G** the formation of a government controlled by religious officials
- H** the creation of a national system of checks and balances
- J** the establishment of the principle of religious freedom

2013 – 25C

32

BERWYN, Pennsylvania: A new mosque recently opened in this . . . suburb of Philadelphia. . . .

[The] leaders . . . did not seek publicity for the happy occasion, only continued peace with their neighbors: a Jewish synagogue next door and Baptist church across the street.

—Kathy Matheson, *Associated Press*, September 10, 2010

This event best demonstrates which feature of the American way of life?

- F** The First Amendment guarantees personal freedoms.
- G** The Declaration of Independence asserts the principle of popular sovereignty.
- H** The U.S. Constitution establishes the structure of the federal government.
- J** The Fifth Amendment protects the rights of the accused.

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK: TSU the relationship between government policies and the culture of the US	TEK: TSU how people from various groups contribute to our national identity.	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE: 17A 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	SE: ■26D Identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History
2012 STAAR: 26D – 1 Qu/100% dual w/29B
2013 STAAR: 26D - NT

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: 23 - TSU the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries 24 - TSU the major reform movements of the 19th century	TEK:	TEK:
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: ■23E Identify the political, social, and economic contributions of women to American society ■24A Describe the historical development of the abolitionist movement ▲24B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled	SE:	SE:
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
 23E – 1 Qu/66%
 24A – 1 Qu/67%
 24B – 2 Qu/64%

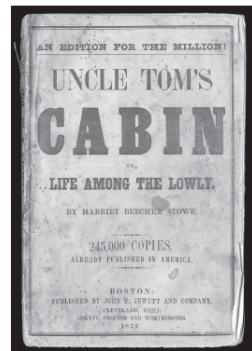
2013 STAAR:
 23E – 1 Qu/94%
 24A – 1 Qu/78% dual w/29C
 24B – 1 Qu/88%

2013 – 23E

- 8** During the early 1800s many young women in New England were employed outside their homes as —
- F** crew members on cargo ships
 - G** cloth weavers in textile mills
 - H** staff reporters for local newspapers
 - J** legal counselors in state courts

2013 – 24A

11



Source: University of Virginia Library

What was one major impact of this novel?

- A** The profits from book sales funded early labor organizations.
- B** Congress was inspired to pass laws outlawing the abuse of slaves.
- C** The Supreme Court overturned fugitive slave laws.
- D** Support grew for the abolitionist movement.

2013 – 24B

- 23** The primary goal of the American Temperance Society was to —
- A** ban the spread of slavery to new territories
 - B** decrease the consumption of alcohol
 - C** gain the release of mentally ill people from prisons
 - D** create a self-sufficient utopian society

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK: 25 - TSU the relationship between the arts and the times during which they were created 26 - TSU how people from various groups contribute to our national identity	TEK:	TEK: 16 - TSU how the components of culture affect the way people live & shape the characteristics of regions
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Government	U.S. History	W. History	W. Geography
SE:	<p>SE: ■ 25D Analyze the global diffusion of American culture through the entertainment industry via various media</p> <p>▲ 26A Explain actions taken by people to expand economic opportunities and political rights, incl. those for racial, ethnic, and religious minorities as well as women, in American society</p> <p>26B Discuss the Americanization movement to assimilate immigrants & American Indians into American culture</p> <p>26E Discuss the meaning & historical significance of the mottos “E Pluribus Unum” and “in God We Trust”</p> <p>26F Discuss the importance of congressional Medal of Honor recipients, incl. individuals of all races & genders such as Vernon J. Baker, Alvin York, & Roy Benavidez</p>	SE:	SE: ■ 16A Describe distinctive cultural patterns & landscapes associated with different places in TX, the U.S., & other regions of the world & how these patterns influenced the processes of innovation & diffusion
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
26A – 1 Qu/100%
26E – NT

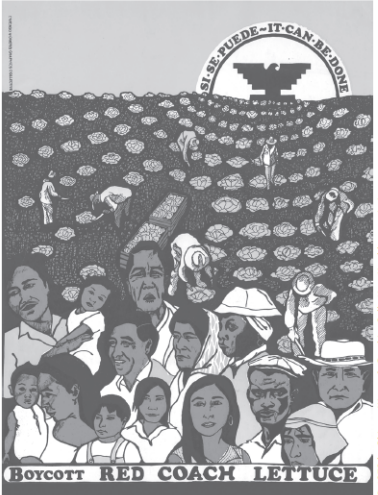
2012 STAAR:
16A – 1 Qu/52% dual w/21A

2013 STAAR:
26A – 1 Qu/100% dual w/29H
26E – 1 Qu/0%

2013 STAAR:
16A - NT

2013 – 26A

1



This 1972 poster depicts an organization originally formed to advocate —

- A publicly funded health care for children
- B better economic treatment of migrant workers
- C a retirement system for farm laborers
- D equal employment opportunities for women

2013 – 26E

- 32 Why did the United States adopt the motto In God We Trust in 1956?
- F To honor the financial and societal contributions of various religious organizations
 - G To distinguish the nation from countries that restricted religious practices
 - H To commemorate the social changes introduced by Christian leaders
 - J To encourage the growth of religious institutions throughout the country

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK:	TEK: 23 – TSU the history & relevance of major religious & philosophical traditions 24 – TSU the roles of women, children, & families in different historical cultures 25 – TSU how the development of ideas has influenced institutions & societies	TEK: 16 - TSU how the components of culture affect the way people live & shape the characteristics of regions 17 - TSU the distribution, patterns, & characteristics of different cultures
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE: ▲ 23A Describe the historical origins, central ideas, & spread of major religious & philosophical traditions, incl. Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, & the development of monotheism ■ 24A Describe the changing roles of women, children, & families during major eras of world history ■ 24B Describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, & Golda Meir during major eras of world history ■ 25B Summarize the funda-mental ideas & institutions of Eastern civilizations that originated in China & India ■ 25C Explain the relationship among Christianity, individualism, & growing secularism that began with the Renaissance & how the relationships influenced subsequent political development ■ 25D Explain how Islam influences law & government in the Muslim world	SE: ■ 17B Describe major World religions, incl. animism, Buddhism, Christianity, Hinduism, Islam, Judaism, & Sikhism, & their spatial distribution ▲ 16B Describe elements of culture, incl. language, religion, beliefs & customs, institutions and technologies
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History	W. Geography
2012 STAAR: 23A – 2 Qu/0% dual w/29F 24A – 1 Qu/0% 25B - NT	2012 STAAR: 17B – 1 Qu/15%
2013 STAAR: 23A – 1 Qu/42% dual w/29F 24A – 1 Qu/47% 25B – 1 Qu/55%	2013 STAAR: 17B - NT
<p style="text-align: center;">2013 – 23A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>20</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <ol style="list-style-type: none"> 1. Buddhism 2. Christianity 3. Hinduism 4. Islam 5. Judaism </div> <p style="text-align: center;">Which of the religions listed above originated in the Middle East?</p> <p>F 1, 2, 3</p> <p>G 1, 3, 5</p> <p>H 2, 3, 4</p> <p>J 2, 4, 5</p> </div> <p style="text-align: center;">2013 – 24A</p> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p>51 The importance of obligation to family in ancient Chinese culture is most associated with –</p> <p>A Taoism</p> <p>B Confucianism</p> <p>C Legalism</p> <p>D Buddhism</p> </div> <p style="text-align: center;">2013 – 25B</p> <div style="border: 1px solid black; padding: 10px;"> <p>9 Which of these best describes Aristotle?</p> <p>A He defended belief in the gods of the state religion.</p> <p>B He suggested that reality is a reflection of the realm of ideal forms.</p> <p>C He developed rules of logic that applied to science and literature.</p> <p>D He wrote about a society ruled by philosopher-kings.</p> </div>	

Social Studies
Vertical Alignment by Grade

Strand: Culture

TEK:	TEK:	TEK:	TEK: 16 - TSU how the components of culture affect the way people live and shape the characteristics of regions 17 - TSU the distribution, patterns, & characteristics of different cultures 18 - TSU the ways in which cultures change & maintain continuity
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Government	U.S. History	W. History	W. Geography
SE:	SE:	SE:	SE: ■ 16D Compare life in a variety of urban & rural areas in the world to evaluate political, economic, social, & environmental changes ▲ 17A Describe & compare patterns of culture such as language, religion, land use, education, & customs that make specific regions of the world distinctive ■ 17B Describe major world religions, incl. animism, Buddhism, Christianity, Hinduism, Islam, Judaism, & Sikhism, & their spatial distribution ■ 17D Evaluate the experiences & contributions of diverse groups to multicultural societies ▲ 18A Analyze cultural changes in specific regions caused by migration, war, trade, innovations, & diffusion ■ 18B Assess causes, effects, & perceptions of conflicts between groups of people, incl. modern genocides & terrorism ■ 18C Identify examples of cultures that maintain traditional ways, incl. traditional economies ■ 18D Evaluate the spread of cultural traits to find examples of cultural convergence & divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

2012 STAAR:

16D – 1 Qu/63% dual w/22C

17A – 4 Qu/60% dual w/21A

17B – 1 Qu/15%

17D , 18B – NT

18A – 3 Qu/58% dual w/21C & 21A

18C – 1 Qu/48%

18D – 1 Qu/41% dual w/21A

2013 STAAR:

16D – 1 Qu/57% dual w/21A

17A, 17B, 18D – NT

17D – 2 Qu/66% dual w/21A

18A – 4 Qu/54% dual w/21A

18B – 1 Qu/51%

18C – 1 Qu/54%

2013 – 16D

23

San José, Costa Rica

- Is the nation's capital city
- Was founded during Spanish colonization
- Has historically been a center of coffee production
- Serves as a transportation hub for the Inter-American Highway and several express highways
- Has several public and private universities

Port-au-Prince, Haiti

- Is the nation's capital city
- Was originally designed by the French
- Is the nation's chief port
- Has a high unemployment rate

One way that San José and Port-au-Prince are similar is that both –

A have high unemployment **C** are port cities
B are centers of higher learning **D** have European origins

2013 – 18B

31 Which event had the greatest impact on the culture of South America?

A The immigration of laborers from Asia
B The completion of the Panama Canal
C The rise of Marxist revolutionaries
D The arrival of Spanish conquerors

2013 – 17D

4 The arrival of new immigrant groups creates a more diverse culture when –

F immigrants are pressured to assimilate quickly to their new community
G immigrants are forced to settle in areas populated by people from their homeland
H the traditions of local and immigrant populations combine to create new customs
J local governments pass laws enforcing immigration quotas

2013 – 17D

52

Martin Duspohl, curator of Berlin's Kreuzberg Museum, said that there had been a lot of visible changes since [Turkish] immigrants arrived in Germany.

Giving examples from the readers' letters sent to German newspapers in the 1960s, Duspohl said, "In those letters, they used to say: 'It's incredible, immigrants sit on the lawn in public parks, they just put their blankets and sit down.' People were annoyed, because you don't touch the public green! Now, when you go to public parks, you find everybody sitting outside and they all have their barbecues."

—World Bulletin, *January 6, 2010*

This excerpt describes an example of –

F the environmental benefits of public works programs
G the cultural influence of immigrants on a community
H respect for public space within a community
J the importance of assimilation for recent immigrants

2013 – 18C

62 Which of these represents the best example of a culture being maintained?

F Teachers encourage students to learn a second language.
G Parents enroll their children in foreign-exchange programs.
H Siblings take part in similar school activities.
J Grandparents teach their grandchildren to cook family recipes.

W. Geography

2012 STAAR:

16D – 1 Qu/63% dual w/22C

17A – 4 Qu/60% dual w/21A

17B – 1 Qu/15%

17D , 18B – NT

18A – 3 Qu/58% dual w/21C & 21A

18C – 1 Qu/48%

18D – 1 Qu/41% dual w/21A

2013 STAAR:

16D – 1 Qu/57% dual w/21A

17A, 17B, 18D – NT

17D – 2 Qu/66% dual w/21A

18A – 4 Qu/54% dual w/21A

18B – 1 Qu/51%

18C – 1 Qu/54%

2013 – 18A

- 2 The global diffusion of advanced computer technology has resulted in —
- F a renewed adherence to traditional customs
 - G declining interest in foreign popular culture
 - H an increase in the accessibility of higher education
 - J reduced levels of geographic mobility

2013 – 18A

58

In just 20 years, since market forces were unleashed by economic reforms begun in 1978, life for many urban Chinese has changed drastically. A recent survey of 12 major cities showed that 97 percent of the respondents had televisions, and 88 percent had refrigerators and washing machines. Another study revealed that farmers are eating 48 percent more meat each year and 400 percent more fruit. *Cosmopolitan* magazine . . . is read by 260,000 Chinese women every month.

—Erla Zwingler, "A World Together," *National Geographic*, August 1999

The changes described in this excerpt took place in China as a result of —

- F an adherence to environmentally sustainable practices
- G declining consumer demand for luxury household items
- H the adoption of certain free-enterprise principles
- J a transition to a new political system

2013 – 18A

49

Al-Faatir Mosque, Chicago



The presence of this type of building in the United States is an example of how a country's culture can be modified through —

- A assimilation
- B cultural divergence
- C cultural imperialism
- D diffusion

2013 – 18A

51 The 1989 parliamentary elections in Poland demonstrated that which of the following was occurring in Eastern Europe?

- A A shift toward totalitarianism
- B The diffusion of democratic ideals
- C The unification of the communist satellite states
- D A movement to abolish constitutional monarchies

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU the impact of advances in science and technology on government & society	TEK: TSU the influence of scientific discoveries, technological innovations, & the free enterprise system on the standard of living in the United States	TEK: TSU how major scientific & mathematical discoveries & technological innovations have affected societies from 1750 to the present	TEK: TSU the impact of technology and human modifications on the physical environment
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Government	U.S. History	W. History	W. Geography
SE: 19B Evaluate the impact of the Internet and other electronic information on the political process.	SE: ▲ 28A Analyze how scientific discoveries, technological innovations, & the application of these by the free enterprise system, incl. those in transportation and communication, improve the standard of living in the US	SE: ■ 28A Explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution	SE: ▲ 19A Evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

28A – 1 Qu/100% dual w/29H

2013 STAAR:

28A – 1 Qu/67%

2013 – 28A

22 During the 1920s, what was one result of innovations in U.S. transportation technology?

- F** Commercial airplanes replaced ocean liners as the primary means of travel to Europe.
- G** Mass-produced automobiles made travel more affordable for many people.
- H** Cable cars provided a comfortable means of quick travel to any city within a state.
- J** Container ships delivered agricultural goods to ports along the Pacific coast.

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU the impact of technology and human modifications on the physical environment	TEK: TSU the impact of science & technology on the economic development of the United States	TEK: TSU the impact of scientific discoveries and technological innovations on the political, economic, & social development of Texas	TEK: TSU the influences of science & technology on contemporary societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ▲ 19A Evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment	SE: ■ 27D Explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization & the Transcontinental Railroad led to the opening of the west ▲ 27B Analyze the impact of transportation & communication systems on the growth, development, and urbanization of the United States	SE: 20B Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr 20C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries	SE: 20A Give examples of scientific discoveries and technological innovations, incl. the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world 20C Make predictions about future social, political, economic, cultural, & environmental impacts that may result from future scientific discoveries and technological innovations
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
			Need to research & find discoveries & tech. innovations of countries
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. Geography

8th Grade

2012 STAAR:
19A – 2 Qu/59% dual w/21A

2012 STAAR:
27B - NT

2013 STAAR:
19A – 4 Qu/53% dual w/21A

2013 STAAR:
27B – 2 Qu/47%

2013 – 19A

2013 – 27B

28

The fundamental purpose of the Canal Expansion-Third Set of Locks Project is to maintain the competitiveness and value of the Canal route by generating higher revenues and benefits for the Republic of Panama over the long range in a sustainable manner. To this end, it is proposed that the Canal be provided with the capacity necessary to meet the growing demand with competitive service levels and increase the value of the Canal route by allowing the transit of Post Panamax ships.

—Canal Expansion Program: Environmental Impact Study, Panama Canal Authority, 2007

The project described in the excerpt is an example of how technology and human modifications of the environment can —

- F contribute to the economic development of a country
- G be used as bargaining tools by a regulatory body
- H result in the irreversible destruction of natural resources
- J increase demand for renewable energy sources

18 How did the development of an interstate highway system change the urban landscape in the United States?

- F There was an expansion of economic activity away from city centers.
- G There was a decrease in the construction of new housing in the suburbs.
- H There was an increase in the number of areas specifically designated as public parks.
- J There was a decrease in transportation options available in inner cities.

55 Which argument would an opponent of the construction of a new nuclear power plant most likely use?

- A There are limited supplies of nonrenewable resources.
- B The demand for electric power is growing.
- C There is an unacceptable risk of radiation exposure.
- D The use of fossil fuels creates air pollution.

32

Mechanical Dredging



What major benefit is associated with the activity shown in this photograph?

- F Improved port access resulting from enlarged navigation channels
- G Improved seawall construction that prevents flooding
- H Decreased amounts of water pollution
- J Reduced damage to marine habitats

22 What was one major effect of the opening of the Erie Canal?

- F The cost of shipping goods on eastern roads increased.
- G The number of ships passing through northern ports decreased.
- H The cost of shipping goods from the Midwest decreased.
- J The volume of trade passing through southern ports increased.

52 The growth of railroads during the nineteenth century affected U.S. businesses by —

- F discouraging Congress from instituting tariffs
- G increasing the cost of raw materials
- H decreasing the wages of unskilled workers
- J opening new markets for goods

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU the influences of science & technology on contemporary societies	TEK: TSU the impact of science & technology on society in the US	TEK: TSU the impact of science & technology on life in Texas	TEK: TSU how individuals have created or invented new technology & affected life in various communities, past & present
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
<p>SE: 20A Give examples of scientific discoveries and technological innovations, incl. the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world</p> <p>20C Make predictions about future social, political, economic, cultural, & environmental impacts that may result from future scientific discoveries and technological innovations</p>	<p>SE: 23A Identify the accomplishments of notable individuals in the fields of science & technology, incl. Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, & Neil Armstrong</p> <p>23B Identify how scientific discoveries, technological innovations, & the rapid growth of technology industries have advanced the economic development of the US incl. the trans-continental railroad & the space program</p> <p>23C Explain how scientific discoveries & technological innovations in the fields of medicine, communication, & transportation have benefited individuals & society in US</p> <p>23D Predict how future scientific discoveries and technological innovations could affect society in the US</p>	<p>SE: 20A Identify famous inventors & scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, & Millie Hughes-Fulford & their contributions</p> <p>20B Describe how scientific discoveries & innovations such as in aerospace, agriculture, energy, & technology have benefited individuals, businesses, and society in Texas</p> <p>20C Predict how future scientific discoveries and technological innovations might affect life in Texas</p>	<p>SE: 16A Identify scientists & inventors, incl. Jonas Salk, Maria Mitchell, & others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, & Louis Pasteur</p> <p>16B Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities</p>
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			*Bill Gates – breakthroughs in technology
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Need to research & find discoveries & tech. innovations of countries			Identify invention
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			technology, vaccine, invention, pasteurization

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU how individuals have created or invented new technology & affected life in various communities, past & present	TEK: TSU how science and technology have affected life, past and present	TEK: TSU how technology affects daily life, past and present	TEK: TSU ways technology is used in the home & school & how technology affects people's lives
3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 16A Identify scientists & inventors, incl. Jonas Salk, Maria Mitchell, & others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, & Louis Pasteur 16B Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities	SE: 17B Explain how science & technology change the ways in which people meet basic needs 17A Describe how science & technology change communication, transportation, and recreation	SE: 16C Describe how technology changes the way people work 16B Describe how technology changes communication, transportation, and recreation 16A Describe how technology changes the ways families live	SE: 13B Describe how technology helps accomplish specific tasks and meet people's needs 13A Identify examples of technology used in the home and school 13C Describe how his or her life might be different without modern technology
Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")	Specifics (description of lesson, include any "tricks")
*Bill Gates – breakthroughs in technology			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Identify invention			
Vocabulary	Vocabulary	Vocabulary	Vocabulary
technology, vaccine, invention, pasteurization			

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: 19 - TSU the impact of advances in science and technology on government and society 18 - TSU the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations	TEK: TSU the impact of science, technology, and the free enterprise system on the economic development of the United States	TEK: TSU how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750	TEK: TSU the impact of technology and human modifications on the physical environment
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Government	U.S. History	W. History	W. Geography
SE: 19A Understand the potential impact on society of recent scientific discoveries and technological innovations 18A Understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship	SE: ▲27C Understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management	SE: ■27B Summarize the major ideas in astronomy, mathematics, & architectural engineering that developed in the Maya, Inca, and Aztec civilizations ■27D Describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide	SE: ■19B Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places ▲19C Examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History	W. History
2012 STAAR: 27C - NT	2012 STAAR: 27D – 1 Qu/0%
2013 STAAR: 27C – 1 Qu/33%	2013 STAAR: 27D - NT
2013 – 27C <div data-bbox="191 344 1010 594" style="border: 1px solid black; padding: 5px;"> <p>54 Which of the following has resulted from the increased use of computers in the workplace?</p> <ul style="list-style-type: none"> F Corporate use of vertical integration has increased. G Employees are required to sign Internet-usage agreements. H Unions demand that a forty-hour workweek be enforced. J The number of employees that are granted off-site access has decreased. </div>	

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU the impact of technology and human modifications on the physical environment	TEK: 27 - TSU the impact of science and technology on the economic development of the US 28 - TSU the impact of scientific discoveries and technological innovations on daily life in the US	TEK: TSU the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas	TEK: TSU the influences of science and technology on contemporary societies
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: ■19B Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places ▲19C Examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources	SE: ▲27A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts ■27C Analyze how technological innovations changed the way goods were manufactured & marketed, nationally and internationally ■28A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in US history ■28B Identify examples of how industrialization changed life in the United States	SE: 20A Compare types and uses of technology, past and present 20E Analyze how scientific discoveries and technological innovations have resulted in an interdependence among TX, the United States, and the world 20D Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land	SE: 20B Explain how resources, belief systems, economic factors, and political decisions have affected the use of technology
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

2012 STAAR:
 19B – 1 Qu/78% dual w/21A
 19C – 1 Qu/64%

2012 STAAR:
 27C – 1 Qu/33% 27A – 1 Qu/59%
 28B – 1 Qu/76% 27A – 1 Qu/61% dual w/29B

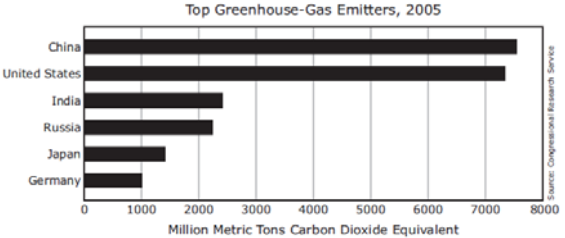
2013 STAAR:
 19B – NT 19C – 3 Qu/60% dual w/21A

2013 STAAR:
 27C – 1 Qu/75% 27A – 1 Qu/57% 28B – 1 Qu/55%

2013 – 19C

47

Top Greenhouse-Gas Emitters, 2005




Million Metric Tons Carbon Dioxide Equivalent

China's position as the top emitter of greenhouse gases was a direct result of –

- A its increased reliance on industrial manufacturing
- B its measures to nationalize the agricultural and manufacturing sectors
- C the migration of people from the country's urban areas to its rural areas
- D its policy of promoting public transportation

66

Aerial View of Center Pivot (Circular) Irrigation Fields



This pattern of land use has resulted in –

- F the widespread cultivation of crops in arid regions
- G dependence on government subsidy programs in less-developed countries
- H increased availability of desert home sites
- J the recharge of aquifers in arid regions

2013 – 27C

40 The introduction of interchangeable parts led directly to the –

- F formation of the patent system
- G creation of labor unions
- H use of mass-production techniques
- J eight-hour workday

2013 – 27A

49 The Bessemer steel process affected westward expansion in the United States by enabling –

- A clipper ships to be built in order to transport passengers from the East Coast to the West Coast
- B interstate canal systems to be built in order to transport agricultural goods from west to east
- C Conestoga wagons to be built in order to carry people and goods to the West
- D railroads to be built in order to carry people and goods to the West

2013 – 28B

27 Which of these was an effect of the Industrial Revolution on U.S. women in the early nineteenth century?

- A Women in unions gained bargaining power with employers.
- B The government passed laws to improve safety for women in the workplace.
- C Women seeking work migrated from rural communities to cities.
- D State governments called conventions in support of women's suffrage.

22

Research at Washington State University has led to the following conclusions.

- Organic farming methods can help reduce the amount of nitrogen draining into the groundwater.
- Conventional farming practices involve the use of synthetic fertilizers, which are the primary source of nitrogen pollution in water systems and the atmosphere.

Source: U.S. Department of Agriculture

What is another possible effect of organic farming?

- F Soils are healthier.
- G Air pollution increases.
- H Tap water has more nutrients.
- J Crop yields are larger.

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK: TSU the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations	TEK: 28 - TSU the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the US 27 - TSU the impact of science, technology, and the free enterprise system on the economic development of the United States	TEK: 27 - TSU how major scientific and mathematical discoveries & technological innovations affected societies prior to 1750 28 - TSU how major scientific and mathematical discoveries & technological innovations have affected societies from 1750 to the present	TEK: TSU how current technology affects human interaction
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Government	U.S. History	W. History	W. Geography
SE: 18B 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	SE: ■28B Explain how space technology and exploration improve the quality of life ■27B Explain how specific needs result in scientific discoveries & technological innovations in agriculture, the military, and medicine, including vaccines 27A Explain the effects of scientific discoveries & technological innovations such as electric power, telephone & satellite communications, petroleum-based products, steel production, & computers on the economic development of the U.S. 28C Understand how the free enterprise system drives technological innovation & its application in the marketplace such as cell phones, inexpensive personal computers & global positioning products	SE: ■27E Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle ■28C Explain the effects of major new military technologies on World War I, World War II, and the Cold War ■28D Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society	SE: ■20A Describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK:	TEK:	TEK: 27 – TSU how major scientific & mathematical discoveries & technological innovations affected societies prior to 1750 28 – TSU how major scientific & mathematical discoveries & technological innovations affected societies from 1750 to the present	TEK: 20 - TSU how current technology affects human interaction
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Government	U.S. History	W. History	W. Geography
SE:	SE:	<p>SE: ■ 27A Identify the origin & diffusion of major ideas I mathematics, science, & technology that occurred in river valley civilizations, classical Greece & Rome, classical India, & the Islamic caliphates between 700 & 1200 & in China from the Tang to Ming dynasties</p> <p>■ 27C Explain the impact of the printing press on the Renaissance & the Reformation in Europe</p> <p>■ 28B Explain the roles of military technology, transportation technology, communication technology, & medical advancements in initiating & advancing 19th century imperialism</p> <p>■ 28E Identify the contributions of significant scientists & inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, & James Watt</p>	SE: ■ 20B Examine the economic, environmental, & social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

W. History

2012 STAAR:

27A – 1 Qu/0%

28E – 1 Qu/0% dual w/29F

2013 STAAR:

27A – 1 Qu/59% dual w/29F

28E - NT

2013 – 27A

39

?

- Compass
- Porcelain
- Gunpowder

What is the best title for this list?

- A** Muslim Discoveries
- B** Chinese Inventions
- C** Ancient Greek Tools
- D** Renaissance Innovations

Social Studies
Vertical Alignment by Grade

Strand: Science, Technology, & Society

TEK:	TEK: 27 - TSU the impact of science, technology, & the free enterprise system on the economic development of the U. S. 28 - TSU the influence of scientific discoveries, technological innovations, & the free enterprise system on the standard of living in the U. S.	TEK:	TEK:
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Government	U.S. History	W. History	W. Geography
SE:	SE: 27A Explain the effects of scientific discoveries & technological innovations such as electric power, telephone & satellite communications, petroleum-based products, steel production, & computers on the economic development of the U.S. 28C Understand how the free enterprise system drives technological innovation & its application in the marketplace such as cell phones, inexpensive personal computers & global positioning products	SE:	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

U.S. History

2012 STAAR:

27A – 1 Qu/0% dual w/29B

28C - NT

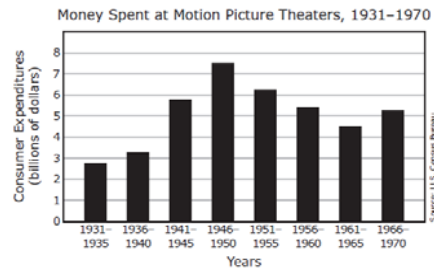
2013 STAAR:

27A – 1 Qu/33% dual w/29B

28C – 1 Qu/67% dual w/29H

2013 – 27A

63



Which of these best explains the change in money spent at the movies from 1946 to 1965?

- A An increase in unemployment
- B The popularity of television
- C A decrease in urban population
- D The resurgence of fundamentalism

2013 – 28C

4

**Company A
★ Special ★**

Text messaging plans starting at 25¢ per text

**Company B
Special**

Add a family text message plan

\$29.99 for 1,000 text messages per month

**Company C
★ Special ★**

Upgrade to a monthly unlimited data plan for \$49.99

What do these advertisements suggest to consumers?

- F Government regulation of the cell phone industry is increasing.
- G Personal computers are replacing cell phones.
- H Free enterprise promotes competition among cell phone providers.
- J Cell phone users have limited choices in the marketplace.

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, including electronic technology
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Government	U.S. History	W. History	W. Geography
SE: 20B Create a product on a contemporary government issue or topic using critical methods of inquiry	SE: 29A Use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions 29C Understand how historians interpret the past (historiography) and how their interpretations of history may change over time	SE: 29C Explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view 29A Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence	SE: 21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary & secondary sources, aerial photographs, & maps
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 21A Analyze and evaluate the validity and utility of multiple sources of geographic information such as primary & secondary sources, aerial photographs, & maps	SE: 29A Differentiate between, locate, & use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States	SE: 21A Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas	SE: 21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, incl. electronic technology	TEK: TS applies critical-thinking skills to organize & use information acquired from a variety of valid sources, including electronic technology
6th Grade	5th Grade	4th Grade	3rd Grade
SE: 21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures	SE: 24A Differentiate between, locate, & use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, & visual material; documents; & artifacts to acquire info. about the US	SE: 21A Differentiate between, locate, & use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire info. about the US and Texas	SE: 17A Research information, incl. historical & current events, and geographic data, about the community & world, using a variety of valid print, oral, visual, and Internet resources 17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
		*Research (in groups) the regions of TX & make a brochure of why you would want to visit based on the characteristics. Have them answer critical thinking questions such as “Would the Caddo Indians settle in the Mountains & Basins region? Why or why not?” Or “Would it be a good idea to grow crops in the Coastal Plains Region?”	*Research projects historical & current events - Use technology lab - History channel website – bio.com - Print info - Books UT Hemispheres Borrow artifacts
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		*Apply critical thinking skills from info. acquired. Take facts from research or things learned throughout year & apply I know statements.	Critical thinking Organize
Vocabulary	Vocabulary	Vocabulary	Vocabulary
		primary source, secondary source, interviews, documents, artifacts	Research, organize, biography, autobiography, documentary, artifacts, document

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize & use information acquired from a variety of valid sources, incl. electronic tech.	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, incl. electronic tech.	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, incl. electronic tech.
3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17A Research information, incl. historical & current events, and geographic data, about the community & world, using a variety of valid print, oral, visual, and Internet resources 17D Use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate info.	SE: 18A Obtain info. about a topic using a variety of valid oral sources such as conversations, interviews, and music 18B Obtain info. about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts 18C Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate info.	SE: 17A Obtain info. about a topic using a variety of valid oral sources such as conversations, interviews, and music 17B Obtain info. about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts	SE: 14A Obtain info. about a topic using a variety of valid oral sources such as conversations, interviews, and music 14B Obtain info. about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
	<ul style="list-style-type: none"> *Conducting interviews *United Streaming *YouTube *Text Features (cover across many subjects) *Music *Research projects *Presentations *A to Z Reading *UT Hemisphere – use artifacts 	<u>Resources:</u> Reading A to Z PowerPoints Pictures for <u>it is</u> and <u>it isn't</u> United Streaming videos YouTube videos Interviews from S.S. books	Example of artifact for kinder would be: When beginning study on Abraham Lincoln, pass around “replica” of Abe’s tall, black hat (the hook) to each student. Ask questions, let them hold it, look inside it, etc. Ask questions like, “What does this hat make you think of? What would you do with a hat like this? If you wore a hat like this would you like it or not?, etc.” Then introduce Abe Lincoln – Did you know Abe Lincoln wore a hat like this? Something very interesting about him was that he kept his “important” paper inside his tall black hat.” *Reading A to Z, shared reading, Read/United Streaming; Create word web w/facts about Lincoln & list them; Create Abe Lincoln hat & writing about what they would keep in their hat. Could interview each other afterwards to find out what they would keep in the hat.
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
		<ul style="list-style-type: none"> *Artifacts can be pictures of artifacts (ex: picture of first telephone) *Students apply critical thinking skills to use info. from conversations, interviews, music, pictures, symbols, electronic media, maps, literature, & artifacts 	
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			artifact, interview

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK:
Government	U.S. History	W. History	W. Geography
SE: 20A Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 20E Evaluate government data using charts, tables, graphs, and maps 20C Analyze and defend a point of view on a current political issue	SE: 29B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, & drawing conclusions 29D Use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence 29C Understand how historians interpret the past (historiography) and how their interpretations of history may change over time	SE: 29F Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time 29B Explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events 29G Construct a thesis on a social studies issue or event supported by evidence	SE:
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK:	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE:	SE: 29B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 29C Organize and interpret info. from outlines, reports, databases, & visuals, incl. graphs, charts, timelines, and maps 29D Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants	SE: 21B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 21C Organize and interpret info. from outlines, reports, databases, & visuals, incl. graphs, charts, timelines, and maps 21D Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants	SE: 21B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 21C Organize and interpret info. from outlines, reports, databases, & visuals, incl. graphs, charts, timelines, and maps 21D Identify different points of view about an issue or current topic 21E Identify the elements of frame of reference that influenced participants in an event
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize and use info. acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, incl. electronic technology	TEK: TS applies critical-thinking skills to organize & use information acquired from a variety of valid sources, including electronic technology
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 21B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions 21C Organize and interpret info. from outlines, reports, databases, & visuals, incl. graphs, charts, timelines, and maps 21D Identify different points of view about an issue or current topic 21E Identify the elements of frame of reference that influenced participants in an event	SE: 24B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, & drawing inferences and conclusions 24C Organize and interpret info. in outlines, reports, databases, and visuals, incl. graphs, charts, timelines, and maps 24D Identify different points of view about an issue, topic, or current event 24E Identify the historical context of an event	SE: 21B Analyze info. by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, & drawing inferences and conclusions 21C Organize and interpret info. in outlines, reports, databases, and visuals, incl. graphs, charts, timelines, and maps 21D Identify different points of view about an issue, topic, historical event, or current event	SE: 17B Sequence and categorize information 17C Interpret oral, visual, & print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting 17E Interpret & create visuals, incl. graphs, charts, tables, time-lines, illustrations, and maps
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
			*Research Project – Fact & opinion, identify, cause & effect, compare & contrast *Include visuals, graphs, charts, tables, timelines, illustrations, maps
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
			research, organize, biography, autobiography, documentary, artifacts, document

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize & use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17B Sequence and categorize information 17C Interpret oral, visual, & print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting 17E Interpret & create visuals, incl. graphs, charts, tables, time-lines, illustrations, and maps	SE: 18D Sequence and categorize information 18E Interpret oral, visual, & print material by identifying the main idea, predicting, and comparing and contrasting	SE: 17C Sequence and categorize information	SE: 14C Sequence and categorize information
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
*Research Project – Fact & opinion, identify, cause & effect, compare & contrast *Include visuals, graphs, charts, tables, timelines, illustrations, maps			
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary
research, organize, biography, autobiography, documentary, artifacts, document			

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology	TEK: TS communicates in written, oral, and visual forms
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Government	U.S. History	W. History	W. Geography
SE: 20D 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 20F Use appropriate mathematical skills to interpret social studies information such as maps and graphs	SE: 29G Identify and support with historical evidence a point of view on a social studies issue or event 29F Identify bias in written, oral, and visual material 29E Evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context 29H Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons	SE: 29E Identify bias in written, oral, and visual material 29D Evaluate the validity of a source based on language, corroboration with other sources, and information about the author 29H Use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs	SE: 22B Generate summaries, generalizations, and thesis statements supported by evidence
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology	TEK: TS applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 22B Generate summaries, generalizations, and thesis statements supported by evidence	SE: 29E Support a point of view on a social studies issue or event 29F Identify bias in written, oral, & visual material 29G Evaluate the validity of a source based on language, corroboration with other sources, & info. about the author 29H Use appropriate mathematical skills to interpret social studies information such as maps and graphs	SE: 21E Support a point of view on a social studies issue or event 21F Identify bias in written, oral, and visual material 21G Evaluate the validity of a source based on language, corroboration with other sources, & info. about the author 21H Use appropriate mathematical skills to interpret social studies information such as maps and graphs	SE: 21F Use appropriate mathematical skills to interpret social studies information such as maps and graphs
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms
Government	U.S. History	W. History	W. Geography
SE: 21A Use social studies terminology correctly 21D Create written, oral, and visual presentations of social studies information 21B Use standard grammar, spelling, sentence structure, and punctuation	SE: 30B Use correct social studies terminology to explain historical concepts 30A Create written, oral, and visual presentations of social studies information	SE: 30A Use social studies terminology correctly 30C Interpret and create written, oral, and visual presentations of social studies information 30B Use standard grammar, spelling, sentence structure, and punctuation 30D Transfer info. from one medium to another	SE: 22C Use geographic terminology correctly 22A Design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships 22D Use standard grammar, spelling, sentence structure, and punctuation
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 22C Use geographic terminology correctly 22A Design and draw appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships 22D Use standard grammar, spelling, sentence structure, and punctuation	SE: 30A Use social studies terminology correctly 30D Create written, oral, and visual presentations of social studies information 30B Use standard grammar, spelling, sentence structure, punctuation, & proper citation of sources	SE: 22A Use social studies terminology correctly 22D Create written, oral, and visual presentations of social studies information 22B Use standard grammar, spelling, sentence structure, punctuation, & proper citation of sources	SE: 22A Use social studies terminology correctly 22B Incorporate main & supporting ideas in verbal and written communication based on research 22C Express ideas orally based on research and experiences 22D Create written & visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research 22E Use standard grammar, spelling, sentence structure, and punctuation 22F Use proper citations to avoid plagiarism
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: 21 - TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, incl. electronic technology. 22 - TS communicates in written, oral, and visual forms	TEK: 17 - TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, incl. electronic technology 18 - TS communicates in written, oral, and visual forms
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 22A Use social studies terminology correctly 22B Incorporate main & supporting ideas in verbal and written communication based on research 22C Express ideas orally based on research and experiences 22D Create written & visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research 22E Use standard grammar, spelling, sentence structure, and punctuation 22F Use proper citations to avoid plagiarism	SE: 25A Use social studies terminology correctly 25B Incorporate main and supporting ideas in verbal and written communication 25C Express ideas orally based on research and experiences 25D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 25E Use standard grammar, spelling, sentence structure, and punctuation	SE: 21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs 22A Use social studies terminology correctly 22B Incorporate main and supporting ideas in verbal and written communication 22C Express ideas orally based on research and experiences 22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies 22E Use standard grammar, spelling, sentence structure, and punctuation	SE: 17F Use appropriate mathematical skills to interpret social studies information such as maps and graphs 18A Express ideas orally based on knowledge and experiences 18B Use technology to create written & visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas 18C Use standard grammar, spelling, sentence structure, and punctuation
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: 17 - TS applies critical-thinking skills to organize & use info. acquired from a variety of valid sources, incl. electronic technology 18 - TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms	TEK: TS communicates in written, oral, and visual forms
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 17F Use appropriate mathematical skills to interpret social studies information such as maps and graphs 18A Express ideas orally based on knowledge and experiences 18B Use technology to create written & visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas 18C Use standard grammar, spelling, sentence structure, and punctuation	SE: 19A Express ideas orally based on knowledge and experiences 19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas	SE: 18A Express ideas orally based on knowledge and experiences 18B Create and interpret visual and written material	SE: 15A Express ideas orally based on knowledge and experiences 15B Create & interpret visuals, including pictures and maps
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
Government	U.S. History	W. History	W. Geography
SE: 22A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 22B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 32A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 32B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 31A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 31B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 23C 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, & evaluate the effectiveness of the solution 23A Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results 23B Use case studies & GIS to identify contemporary challenges & to answer real-world questions
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
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W. Geography	8 th Grade	7 th Grade	6 th Grade
SE: 23C 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, & evaluate the effectiveness of the solution 23A Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results 23B Use case studies & GIS to identify contemporary challenges & to answer real-world questions	SE: 31A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 31B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
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6 th Grade	5 th Grade	4 th Grade	3 rd Grade
SE: 23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution 23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 26A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 26B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 19A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 19B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary

Social Studies
Vertical Alignment by Grade

Strand: Social Studies Skills

TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings	TEK: TS uses problem-solving and decision-making skills, working independently and with others, in a variety of settings
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3 rd Grade	2 nd Grade	1 st Grade	Kindergarten
SE: 19A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 19B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	SE: 20A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 20B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision	SE: 19A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 19B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision	SE: 16A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, & evaluate the effectiveness of the solution 16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision
Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)	Specifics (description of lesson, include any “tricks”)
Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)	Rationale (clarification of TEKS/SE)
Vocabulary	Vocabulary	Vocabulary	Vocabulary