

Process Standards (Social Studies Skills)		
STAAR	US.29(A) US.29(B)	use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions analyze information by sequencing, categorizing, identifying cause and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions
≥ 30% of items will be dual coded	US.29(D) US.29(G) US.29(H) US.30(B) US.31(B)	use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence identify and support with historical evidence a point of view on a social studies issue or event use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons use correct social studies terminology to explain historical concepts pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
1 History	30	US.2(B) [^]	US.1(A)
		US.3(A)	US.1(B) [^]
		US.3(B)	US.1(C)
		US.3(C)	US.2(A) [^]
		US.4(A)	US.2(C) [^]
		US.4(C)	US.2(D)
		US.4(F)	US.3(D)
		US.5(A)	US.4(B)
		US.6(A)	US.4(D)
		US.7(A)	US.4(E)
		US.7(D)	US.4(G)
		US.7(G)	US.5(B)
		US.8(A)	US.5(C)
		US.8(C)	US.6(B)
		US.8(D)	US.7(B)
		US.8(F)	US.7(C)
		US.9(A)	US.7(E)
		US.9(F)	US.7(F)
		US.9(H)	US.8(B)
		US.10(D)	US.8(E)
US.11(A)	US.9(B)		
	US.9(C)		
	US.9(D)		
	US.9(E)		
	US.9(G)		
	US.9(I)		
	US.10(A)		
	US.10(B)		
	US.10(C) [^]		
	US.10(E)		
	US.10(F)		
	US.11(B)		
	US.11(D)		
	US.11(E)		

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2	12	<p>Geography and Culture</p> <p>US.12(A)[^] analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina</p> <p>US.13(A)[^] analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt</p> <p>US.13(B)[^] analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States</p> <p>US.14(A)[^] identify the effects of population growth and distribution on the physical environment</p> <p>US.25(B) 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</p> <p>US.26(A)[^] explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society</p> <p>US.26(C)[^] explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture</p>	<p>US.12(B)[^] identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts</p> <p>US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act</p> <p>US.14(C)[^] understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights</p> <p>US.25(A)[^] describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature</p> <p>US.25(C) identify the impact of popular American culture on the rest of the world over time</p> <p>US.25(D) analyze the global diffusion of American culture through the entertainment industry via various media</p> <p>US.26(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture</p> <p>US.26(D)[^] 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</p> <p>US.26(E) discuss the meaning and historical significance of the mottos “E Pluribus Unum” and “In God We Trust”</p> <p>US.26(F) discuss the importance of Congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez</p>
3	10	<p>Government and Citizenship</p> <p>US.19(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government</p> <p>US.19(B)[^] explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11</p> <p>US.20(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt’s attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000</p> <p>US.21(A) 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>US.23(A)[^] identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution</p>	<p>US.19(C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders</p> <p>US.19(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009</p> <p>US.19(E)[^] evaluate the pros and cons of U.S. participation in international organizations and treaties</p> <p>US.20(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government</p> <p>US.21(B)[^] discuss historical reasons why the constitution has been amended</p> <p>US.22(A) discuss Alexis de Tocqueville’s five values crucial to America’s success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire</p> <p>US.23(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924</p> <p>US.23(C)[^] explain how participation in the demographic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union”</p> <p>US.24(B) 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</p>
4	16	<p>Economics, Science, Technology, and Society</p> <p>US.15(B)[^] 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</p> <p>US.15(D)[^] describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States</p> <p>US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System</p> <p>US.16(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others</p> <p>US.17(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment</p> <p>US.17(B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen’s Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business</p> <p>US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)</p> <p>US.27(A)[^] explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States</p> <p>US.27(C) 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</p> <p>US.28(A)[^] analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States</p>	<p>US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century</p> <p>US.15(C)[^] explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas</p> <p>US.15(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money</p> <p>US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding’s Return to Normalcy, reduced taxes, and increased production efficiencies</p> <p>US.16(D) compare the New Deal policies and its opponents’ approaches to resolving the economic effects of the Great Depression</p> <p>US.16(E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens</p> <p>US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s</p> <p>US.17(D) identify actions of government and 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</p> <p>US.18(A) 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</p> <p>US.18(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy</p> <p>US.27(B)[^] explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines</p> <p>US.28(B) explain how space technology and exploration improve the quality of life</p> <p>US.28(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products</p>
# Items	68	41-44 questions from Readiness Standards	24-27 questions from Supporting Standards