

## TTUISD - TEKS Tracker

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**TTU Course: Social Studies, Grade 8 (SOCS 8A) v.3.0, First Semester**

**TEKS: §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012**

**Text: *The American Republic to 1877* ( 2003) ISBN 0-07-826476-6**

TEKS Requirement (Mid)	Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.				
<b>(a) Introduction.</b>				
(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.				
(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.				
(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.				
(4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.				
(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).				

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(6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.				
(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.				
(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.				
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "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."				
(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.				
(b) Knowledge and skills.				
(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:				
(A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and 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;	A	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 6.1, 6.2, 7.1	14, 36, 38, 68, 94, 98, 110, 111, 130, 158, 160, 190, 256, 276	Understand
(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	A	1.3, 2.1, 2.2, 2.5, 7.1,	14-16, 22, 24, 25, 28, 32, 36, 37, 38, 43, 51, 58, 36-65, 68, 69, 70, 76, 82, 86, 91, 94, 98-111, 108, 116, 121, 130-132, 136, 141, 147, 152, 160-162, 168, 172, 177, 183, 188, 190-192, 199, 2207, 214, 256-258, 263, 267, 273, 276-278, 282, 287, 288, 294, 296, 302	Apply
(C) 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.	A	1.2, 2.1, 2.2, 3.4	16, 66-68, 71, 74, 77, 94, 131, 150, 151, 157, 160, 162, 191, 201, 205, 176, 282, 285	Understand
(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:				
(A) identify reasons for European exploration and colonization of North America; and	A	1.3, 2.1, 2.2, 2.3, 2.4, 2.5	39, 41-49, 51-55, 59-62, 64, 71-73, 76, 80, 82-84, 87-89, 91-94	Remember
(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	A	2.1, 2.2, 2.3, 2.4, 2.5	69-74, 76-80, 82, 84-85, 88-90, 94, 100, 103, 110, 111	Apply
(3) History. The student understands the foundations of representative government in the United States. The student is expected to:				
(A) explain the reasons for the growth of representative government and institutions during the colonial period;	A	2.2, 3.4, 6.2	73, 77-79, 84, 85, 94, 111, 119, 134-137, 139, 141, 142, 145, 147, 148, 151, 158, 193, 198, 215	Understand
(B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and	A	2.2	73, 77, 78, 79, 80, 119	Analyze
(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.	A	2.2	68, 79, 80, 110, 190	Understand
(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:				

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(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;	A	2.5, 3.2,	109, 113, 116, 123, 126, 133, 134, 135, 136, 137, 138, 139, 142, 147, 148, 149, 158, 159, 278	Analyze
(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	A	3.1, 3.2, 3.4, 4.1, 4.2, 4.3,	109, 129, 134, 137, 138, 142-145, 148-151, 157, 163-167, 172-186, 188, 191, 212	Understand
(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;	A	3.4, 4.1, 4.2, 4.3,	134, 142-145, 147, 149, 151, 166-168, 172, 173, 176, 179, 181-189, 193, 194, 198	Understand
(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise; and	A	5.3, 5.4, 6.1, 6.2	201, 202, 203, 204, 205, 214	Analyze
(E) analyze the arguments for and against ratification.	A	5.4, 6.1, 6.2	211-213	Analyze
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:				
(A) 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;	A	5.2, 5.3, 7.1, 7.3, 8.1, 8.3, 8.4	191, 193, 195, 197, 198, 199, 200, 205, 214, 217, 226, 258, 259, 260, 261, 262, 266, 272, 274, 280, 281, 294	Understand
(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	A	7.1, 7.3, 7 (assignment 2)	262, 263, 269, 274	Understand
(C) explain the origin and development of American political parties;	A	7.3, 8.1	257, 267, 268, 270, 272, 274, 274.5, 278-280, 300	Understand
(D) explain the causes, important events, and effects of the War of 1812;	A	8.4	288-291, 293, 294, 296, 297, 298, 299, 300, 302	Understand
(E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	A	7.2, 7.3, 8.1, 8.2, 8.3, 8.4	260, 264, 265, 269, 270, 271, 272, 274, 283, 289, 290, 291, 293, 294	Understand
(F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and	A			Understand
(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.	A			Analyze
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:				
(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	A		194-196, 198, 214	Understand
(B) explain the political, economic, and social roots of Manifest Destiny;	A		285	Understand
(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	A			Analyze
(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States; and	A			Understand
(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.	A	5.2, 8.2,	282, 283, 285, 287, 291, 292	Understand
(7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:				
(A) analyze the impact of tariff policies on sections of the United States before the Civil War;	A		321, 323, 324, 328	Analyze
(B) compare the effects of political, economic, and social factors on slaves and free blacks;	A		201	Analyze
(C) analyze the impact of slavery on different sections of the United States; and	A	5.2,	200, 201	Analyze
(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.	A			Analyze
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:				

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(A) 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 <i>congressional Medal of Honor recipients William Carney and Philip Bazaar</i> ;	A			Understand
(B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including 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; and	A			Understand
(C) 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.	A			Analyze
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:				
(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;	A			Evaluate
(B) evaluate the impact of the election of Hiram Rhodes Revels;	A			Evaluate
(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and	A			Evaluate
(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the <i>Morrill Act</i> .	A			Analyze
(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:				
(A) locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries;	A	2.2, 2.3, 2.4, 2 (assignments 2 and 3), 4.3, 5.2, 7.1, 8.2, 8.4	6-7, 77, 87, 92, 95, 117, 133, 135, 143, 152, 165, 180, 189, 265, 266, 275, 284, 294, 300, 302, 303	Understand
(B) compare places and regions of the United States in terms of physical and human characteristics; and	A	5.2, 8.4	83, 105, 106, 126	Analyze
(C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.	A	4.3, 8.2	71, 79, 83, 87, 89, 94, 124, 125, 152, 266, 284, 285, 287, 292, 303	Analyze
(11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:				
(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;	A	1.1, 2.2, 2.3, 2.4, 2 (assignment 2), 8.2,	71, 79, 83, 87, 89, 94, 124, 125, 152, 268, 284, 285, 287, 292, 303	Analyze
(B) describe the positive and negative consequences of human modification of the physical environment of the United States; and	A			Evaluate
(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.	A		94	Evaluate
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:				
(A) identify economic differences among different regions of the United States;	A	2.2, 2.3, 2.4, 2 (assignment 2), 7.1, 7 (assignment 2), 8.4,	77, 80, 87, 93, 94, 100, 102-106, 126, 262, 263	Understand
(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery;	A	2.4	73, 86-88, 90, 102-106, 120, 201	Understand
(C) explain the reasons for the increase in factories and urbanization; and	A			Understand
(D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.	A	5.2	87-89, 102, 126, 201	Analyze

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(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:				
(A) analyze the War of 1812 as a cause of economic changes in the nation; and	A	8.4	300	Analyze
(B) identify the economic factors that brought about rapid industrialization and urbanization.	A			Analyze
(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:				
(A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights; and	A		72, 73, 77, 279, 290	Understand
(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.	A			Understand
(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:				
(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings, on the U.S. system of government;	A	2.2, 2.5, 5.3, 5.4,	77, 78, 109, 110, 158, 207, 208, 212, 213, 214, 275	Understand
(B) summarize the strengths and weaknesses of the Articles of Confederation;	A	5.1, 5.2, 5.3,	194, 195, 196, 197, 198, 200, 214, 217	Understand
(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and	A		147, 151, 154, 155, 158, 214, 244, 247	Understand
(D) 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.	A	5.4, 6.2,	207-214, 218-220, 222-227, 231-253, 281	Analyze
(16) Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:				
(A) summarize the purposes for and process of amending the U.S. Constitution; and	A	6.2	220, 221, 242, 275	Understand
(B) describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.	A		246-248	Understand
(17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:				
(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and	A	5.4, 6.1, 7.1, 7.3	205, 212, 213, 214, 215	Analyze
(B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	A	8.1	271, 279,	Understand
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:				
(A) identify the origin of judicial review and analyze examples of congressional and presidential responses;	A	8.1	222, 276, 281	Analyze
(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	A	8.1	222, 237, 245, 281, 302	Evaluate
(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.	A			Evaluate
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:				
(A) define and give examples of unalienable rights;	A		151, 154, 158, 222, 230, 231	Remember
(B) summarize rights guaranteed in the Bill of Rights;	A	6.2	213, 215, 220, 221, 222, 230, 231	Understand
(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;	A	1.2,	159, 229, 230	Understand
(D) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries;	A		95, 159, 189, 218, 230, 231	Understand
(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and	A	8.1	229, 231, 236	Understand

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(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.	A		228, 230	Understand
(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:				
(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, <i>William Blackstone</i> , and William Penn in the development of self-government in colonial America;	A	2.2, 5.3	79, 84, 85, 89, 134, 150, 208-209, 213	Understand
(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and	A	7.1-7.3	164, 203, 256, 257, 259, 267	Evaluate
(C) 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.	A		138-139	Analyze
(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:				
(A) identify different points of view of political parties and interest groups on important historical and contemporary issues;	A	6.1, 7.1, 7.3, 8.1	142, 145, 163, 164, 175, 176, 188, 201-205, 211, 261, 267-270, 272, 274, 275, 278, 279, 285, 294	Understand
(B) describe the importance of free speech and press in a constitutional republic; and	A	7.3,	113, 228, 244, 260	Understand
(C) summarize a historical event in which compromise resulted in a peaceful resolution.	A	5.4, 6.2, 6.3, 7.1, 7.2,	203-205, 214, 261	Understand
(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:				
(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and	A	4.1, 7.1, 7.2, 7.3, 8.1, 8.3, 8.4,	34, 119, 176, 178, 184, 186, 201, 202, 205, 211, 258, 259, 262, 264, 266, 267, 280, 281	Analyze
(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.	A	4.1, 5.3	134, 159, 177, 179, 184-186, 214	Evaluate
(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:				
(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;	A	2.1-2.4,	59, 70, 76-79, 82-85, 90, 91, 94, 95, 126, 127, 189	Understand
(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;	A		118	Understand
(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;	A		80, 85, 117, 119, 121-123, 125, 126, 178, 188, 217, 264, 266, 289, 292, 297	Understand
(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and	A	3.2, 4.2, 4.3,	167, 168, 176, 187, 260, 299, 300	Analyze
(E) identify the political, social, and economic contributions of women to American society.	A	3.2, 4.3	65, 79, 88, 89, 93, 113, 149, 164, 165, 170, 175, 176, 192, 212, 284, 299	Understand
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:				
(A) describe the historical development of the abolitionist movement; and	A		200	Understand
(B) 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.	A			Evaluate
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:				
(A) trace the development of religious freedom in the United States;	A	2.2-2.3, 2.5, 6.2	76, 77, 78, 79, 80, 84, 94	Understand

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(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and	A	2.5,	80	Understand
(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	A	6.2	220, 244	Analyze
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:				
(A) describe developments in art, music, and literature that are unique to American culture such as the <i>Hudson River School artists</i> , <i>John James Audubon</i> , " <i>Battle Hymn of the Republic</i> ," transcendentalism, and other cultural activities in the history of the United States;	A	8.4	69, 140, 144, 161, 173, 175, 184, 257, 299	Understand
(B) identify examples of American art, music, and literature that reflect society in different eras; and	A	4.1, 8.4	299	Understand
(C) analyze the relationship between fine arts and continuity and change in the American way of life.	A			Analyze
(27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:				
(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts;	A		40, 41, 42, 65, 96, 112, 113	Understand
(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;	A			Analyze
(C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and	A			Analyze
(D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.	A			Understand
(28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:				
(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and	A		40, 42, 45, 65, 96, 112, 293	Analyze
(B) identify examples of how industrialization changed life in the United States.	A			Analyze
(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:				
(A) 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 the United States;	A	4 (assignment 2),	35, 37, 55, 95, 97, 99, 110, 119, 127, 138, 150, 151, 158, 159, 169, 205, 212, 215, 231, 258, 260, 262, 266, 270, 275, 299	Apply
(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	A	1.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1, 4.2, 4.3, 4 (assignment 2), 5.1, 7.1, 7 (assignment 2), 8.1, 8.2, 8.4	10, 11, 16, 17, 19, 22, 25, 26, 30, 33, 35, 38, 41, 42, 44-46, 49, 50-55, 58, 36-65, 69, 70, 73, 74, 76, 78, 80, 82-84, 86, 87, 91, 93, 94, 99, 100, 103, 105-108, 110, 111, 113, 116-122, 124-127, 131-136, 139-143, 145-147, 151, 158, 162, 165, 168, 169, 172, 174, 176, 177, 180, 182, 183, 187, 188, 191, 192, 225, 227, 228, 230, 231, 256-258, 262, 263, 266-269, 272-275, 281, 282, 285, 288, 289, 294-298, 300-303	Evaluate

TEKS Requirement (Mid)		Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;		A	1.1, 1.2, 7 (assignment 2),	1, 4, 5, 10, 11, 14, 15, 18, 19, 20, 21, 23-31, 33-35, 37, 38, 40-46, 48-52, 55-65, 69, 70, 72-77, 79-83, 85-91, 93-95, 97-118, 130-133, 135, 136, 139-143, 145-153, 155, 159-165, 168, 170-183, 185, 187-189, 191, 193-199, 201, 203-209, 213-215, 218-222, 224-227, 229, 230, 257, 258, 260-263, 265-269, 271-282, 284-289, 291-302	Evaluate
(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;		A	7 (assignment 2)	36, 47, 49, 65, 119, 145, 161, 163, 205, 206, 262, 268	Analyze
(E) support a point of view on a social studies issue or event;		A		47, 119, 121, 139, 159, 163, 179, 189, 198, 205, 227, 272, 294, 300	Create
(F) identify bias in written, oral, and visual material;		A		139, 146, 176, 215	Analyze
(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;		A		136, 420, 429, 590	Evaluate
(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;		A		35, 73, 81, 95, 143, 215, 285, 311, 313, 314, 317, 318, 390, 394, 396, 398, 400, 403, 409, 488, 503, 520, 538, 539, 545, 565	Apply
(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and		A	2.2, 2 (assignment 2 and 3), 3.2, 6.3	19, 33, 49, 125, 127, 169, 187, 300, 303, 390, 407, 495, 503, 551	Create
(J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.		A		18, 33, 35, 42, 55, 62, 64, 72, 73, 80, 83, 85, 93, 106, 119, 125, 159, 169, 182, 189, 266, 275, 284, 294, 300, 302	Create
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:					
(A) use social studies terminology correctly;		A	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 7.1, 7.2, 8.1, 8.2, 8.3, 8.4	2, 3, 4, 5, 8, 9, 19, 23, 26, 33, 34, 38, 42, 49, 55, 62, 73, 85, 92-94, 106, 113, 119, 122, 125, 140, 145, 151, 158, 168, 176, 182, 187, 188, 198, 205, 213, 214, 217, 222-224, 227, 228, 230, 231, 233, 234, 236, 238, 240-242, 244, 246, 248, 250, 262, 266, 272, 274, 281, 285, 294, 302	Apply
(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;		A	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 4.2, 4.3, 6.1, 6.2, 7.1, 8.1, 8.2, 8.4	135, 187, 198, 214, 222, 227, 266, 302	Apply
(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and		A	2 (assignment 2), 7.1	26, 65, 301	Apply
(D) create written, oral, and visual presentations of social studies information.		A	2 (assignment 2)	26, 35, 49, 50, 55, 62, 65, 73, 80, 85, 93, 95, 106, 113, 119, 125, 135, 139, 145, 146, 159, 168, 169, 176, 187, 198, 205, 213, 215, 222, 227, 230, 231, 262, 266, 272, 275, 281, 285, 294, 295, 300, 301, 303	Create
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:					
(A) 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; and		A		96, 97	Apply
(B) 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.		A			Apply
<i>Source: The provisions of this §113.20 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>					