



Introduction

Unique Learning System and News2you maintain alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in depth and breadth. The n2y Instructional Targets have been developed and are continually updated based on studies of standards across all 50 states. This document is provided as a tool to assist you in evaluating alignment of the n2y Instructional Targets to the Texas Essential Knowledge and Skills for Social Studies (TEKS)* and STAAR Alternate 2 Social Studies Essence Statements*.

*Informational sources: [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=113](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=2&ch=113)
<https://tea.texas.gov/student-assessment/testing/staar-alternate/staar-alternate-2-resources>

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons throughout the year. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards. Lesson plans and materials within Unique and News2you ensure the most rigorous alignment possible.

Domain		Grade Band
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
The Texas Essential Knowledge and Skills (TEKS) are listed in this section.		The STAAR Alternate 2 Social Studies Essence Statements are listed in this section.
Unique Instructional Targets	n2y Grade Band Units	n2y Supporting Activities
Instructional Targets reflect the essential content of grade level standards.	Unique	Unique
	Unique's units focus on a science or social studies topic each month. All areas of social studies are addressed in a three-year cycle.	Unique's supporting tools and guides supplement the unit lessons. Pertinent supports include the online library, Social Studies Courses and core activities.
	News2you	News2you
	Weekly activities and lessons, which provide practice for Instructional Targets, are listed in this section.	Supporting activities and lessons, which provide practice for Instructional Targets, are listed in this section.
n2y Differentiated Tasks		
Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in, and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology.		
Level 3	Level 2	Level 1
• Students at this level are expected to reach the highest level of independence.	• Students at this level will likely require support in all learning activities.	• Students at this level require maximum support in learning. Increasing participation is the primary goal.



Standards for History		Grades K–2
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
Kindergarten	<p><i>The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.</i></p>	
(1) History. The student understands that holidays are celebrations of special events. The student is expected to:		
K.1.A Identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.		
K.1.B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.		
(2) History. The student understands how historical figures helped shape the state and nation.		
K.2 The student is expected to 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.		
(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:		
K.9.A Identify the United States flag and the Texas state flag.*		
K.9.B Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.*		
(10) Culture. The student understands similarities and differences among individuals.		
K.10 The student is expected to identify similarities and differences among individuals such as kinship and religion.		
(11) Culture. The student understands the importance of family traditions. The student is expected to:		
K.11.A Describe and explain the importance of family traditions.		
K.11.B Compare traditions among families.		
(13) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:		
K.13.A Identify and state facts based on relevant evidence.		
K.13.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.		
K.13.C Gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.		
K.13.D Sequence and categorize information.		
(14) Social studies skills. The student communicates in oral and visual forms. The student is expected to:		
K.14.A Place events in chronological order.		
K.14.B Place events in chronological order.		
K.14.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.		
1st Grade		
(1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:		
1.1.A Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day.		
1.1.B Compare the observance of holidays and celebrations.		
(2) History. The student understands how historical figures helped shape the state and nation. The student is expected to:		
1.2.A Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation.		
1.2.B Compare the lives of historical figures who have influenced the state and nation.		



<p>(13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>1.13.A Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.*</p> <p>1.13.B Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.*</p> <p>1.13.C Identify anthems and mottoes of Texas and the United States.*</p> <p>1.13.D Explain and practice voting as a way of making choices and decisions.</p> <p>1.13.E Explain how patriotic customs and celebrations reflect American individualism and freedom.</p>	
<p>(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:</p> <p>1.14.A Describe and explain the importance of beliefs, language, and traditions of families and communities.</p> <p>1.14.B Explain the way folktales and legends reflect beliefs, language, and traditions of communities.</p>	
<p>(15) Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:</p> <p>1.15.A Describe how technology has affected the ways families live.</p> <p>1.15.B Describe how technology has affected communication, transportation, and recreation.</p> <p>1.15.C Identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.</p>	
<p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p>1.16.A Identify and state facts based on relevant evidence.</p> <p>1.16.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.</p> <p>1.16.C Gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.</p> <p>1.16.D Sequence and categorize information.</p>	
<p>(17) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</p> <p>1.17.A Use a simple timeline to distinguish among past, present, and future.</p> <p>1.17.B Use a calendar to describe and measure time in days, weeks, months, and years.</p> <p>1.17.C Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.</p> <p>1.17.D Create and interpret visual and written material.</p> <p>1.17.E Use social studies terminology correctly.</p>	
2nd Grade	
<p>(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>2.1.A Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.</p> <p>2.1.B Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p>	
<p>(2) History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p>	



2.2.A Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation.	
2.2.B Describe how people and events have influenced local community history.	
(11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:	
2.11.A Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.*	
2.11.B Sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful".	
2.11.C Identify symbols such as state and national birds and flowers and Uncle Sam.	
2.11.D Identify symbols such as state and national birds and flowers and Uncle Sam.	
2.11.E Identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.	
(12) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:	
2.12.A Identify the significance of various ethnic and/or cultural celebrations.	
2.12.B Compare ethnic and/or cultural celebrations.	
(13) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:	
2.13.A Describe how science and technology have affected communication, transportation, and recreation.	
2.13.B Explain how science and technology have affected the ways in which people meet basic needs.	
(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.	
(15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
2.15.A Identify and state facts based on relevant evidence.	
2.15.B Identify different kinds of historical sources and artifacts and explain how they can be used to study the past.	
2.15.C Gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.	
2.15.D Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.	
(16) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
2.16.A Describe the order of events by using designations of time periods such as historical and present times.	
2.16.B Apply vocabulary related to chronology, including past, present, and future.	
2.16.C Create and interpret timelines for events in the past and present.	
2.16.D Use social studies terminology correctly.	
2.16.E Communicate information visually, orally, or in writing based on knowledge and experiences in social studies.	
2.16.F Create written and visual material such as stories, maps, and graphic organizers to express ideas.	
<i>*Texas History is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i>	

n2y Instructional Targets	n2y Elementary Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Organize a sequence of events or dates on a timeline. Identify events or objects from the past or present. Identify traditions of family, community or country. Share information about heritage and traditions in the country, state or community. Identify human needs of the past and present that influence the movement of people. Identify national symbols and holidays (e.g., American flag, bald eagle, July 4th, etc.). Share information about a historical figure and identify that person's contribution. 	Unique	Unique
	People Long Ago (Unit 3) I Live in a Community (Unit 6) Time For Peace (Unit 16) It's a Tradition (Unit 24)	n2y Library/Historical Books Standards Connection ULS Science and Social Studies Courses
	My Country: Yesterday and Today (Unit 25)	News2you Current Issues Breaking News: World News Breaking News: Sports News Breaking News: Entertainment News Class News Activity
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will place a sequence of events or dates on a timeline. Students will designate pictures of events or objects as belonging to the present or the past. Students will describe information about a family, community or country tradition (birthdays, festivals, holidays, etc.). Students will share historical information that led to the creation of their community, state or nation (people, events, etc.). Students will compare ways in which people met their needs in the past with the ways that people meet their needs in the present. Students will identify national symbols and holidays. Students will share information about a historical figure. 	<ul style="list-style-type: none"> Students will sequence days related to events. Students will identify an object as belonging to the present or the past. Students will identify examples of family, community or country traditions. Students will identify a historical event or person that led to the creation of their community, state or nation. Students will match objects with human needs (food to eat, house for shelter, etc.). Students will identify common national symbols and holidays. Students will identify significant historical figures (George Washington, Abraham Lincoln, etc.). 	<ul style="list-style-type: none"> Students will match a day with an event. Students will select an object belonging to the present or the past when given a narrowed field or errorless choice(s). Students will share an important personal event (e.g., tradition). Students will identify a person or events in their community or state. Students will identify basic human needs (food, shelter, etc.). Students will identify a common national symbol or object associated with a holiday. Students will identify an important person from the past.



Standards for Civics/Government		Grades K–2
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
Kindergarten		
(7) Government. The student understands the purpose of rules. The student is expected to:		
K.7.A Identify purposes for having rules.		
K.7.B Identify rules that provide order, security, and safety in the home and school.		
(8) Government. The student understands the role of authority figures. The student is expected to:		
K.8.A Identify authority figures in the home, school, and community.		
K.8.B Explain how authority figures enforce rules.		
(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:		
K.9.C Use voting as a method for group decision making.		
K.14.E Apply and practice classroom rules and procedures for listening and responding respectfully.		
(15) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :		
K.15.A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.		
K.15.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		
1st Grade		
(10) Government. The student understands the purpose of rules and laws. The student is expected to:		
1.10.A Explain the purpose for rules and laws in the home, school, and community.		
1.10.B Identify rules and laws that establish order, provide security, and manage conflict.		
(11) Government. The student understands the role of authority figures and public officials. The student is expected to:		
1.11.A Identify the responsibilities of authority figures in the home, school, and community.		
1.11.B Identify and describe the roles of public officials in the community, state, and nation.		
(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:		
1.12.A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.		
1.12.B Identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.		
1.17.F Apply and practice classroom rules and procedures for listening and responding respectfully.		
(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:		
1.18.A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.		
1.18.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		
The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.		



2nd Grade			
(8) Government. The student understands the purpose of governments. The student is expected to:			
2.8.A Identify functions of governments such as establishing order, providing security, and managing conflict.			
2.8.B Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.			
(9) Government. The student understands the role of public officials. The student is expected to:			
2.9.A Name current public officials, including mayor, governor, and president.			
2.9.B Compare the roles of public officials, including mayor, governor, and president.			
2.9.C Identify ways that public officials are selected, including election and appointment to office.			
2.9.D 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.			
(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:			
2.10.A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.			
2.10.B Identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth.			
2.10.C Identify ways to actively practice good citizenship, including involvement in community service.			
2.16.G Apply and practice classroom rules and procedures for listening and responding respectfully.			
(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :			
2.17.A Use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community.			
2.17.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.			
n2y Instructional Targets	n2y Elementary Grade Band Units	n2y Supporting Activities	
<ul style="list-style-type: none">● Identify authority figures in the home, school and community.● Identify the purpose for rules in various situations and the consequences for not following them.● Describe rights and responsibilities of being part of a group.● Work collaboratively to complete a group task.● Recognize voting as a means of selecting leaders or ending conflicts.	Unique	Unique	
	This Is My School (Unit 11) I Can Follow the Rules (Unit 1) We All Work Together (Unit 21)	n2y Library/Social Studies Books Standards Connection ULS Science and Social Studies Courses	
		News2you	
		Class News Activity	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will identify and explain the role of targeted authority figures. Students will explain the reasons for rules and the consequences of not following rules. Students will explain basic rights and responsibilities of being part of a group. Students will work collaboratively to complete a group project. Students will assess options and then vote to make a classroom decision. 	<ul style="list-style-type: none"> Students will match authority figures to their role or location. Students will identify and follow rules of the classroom and school. Students will identify the rights and responsibilities of members of a group. Students will work collaboratively for a purpose. Students will participate in a vote to make a classroom decision. 	<ul style="list-style-type: none"> With support, students will identify an authority figure. With support, students will follow a rule or direction. Students will exercise rights and responsibilities by making choices in group activities from a narrowed field or errorless choice(s). Students will actively participate in a group activity. Students will actively participate in making a classroom decision.



Standards for Geography		Grades K–2
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
Kindergarten		
(3) Geography. The student understands the concept of location. The student is expected to:		
K.3.A Use spatial terms, including over, under, near, far, left, and right, to describe relative location.		
K.3.B Locate places on the school campus and describe their relative locations.		
K.3.C Identify and use geographic tools that aid in determining location, including maps and globes.		
(4) Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:		
K.4.A Identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.		
K.4.B Identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.		
K.14.D Create and interpret visuals, including pictures and maps.		
1st Grade		
(3) Geography. The student understands the relative location of places. The student is expected to:		
1.3.A Describe the location of self and objects relative to other locations in the classroom and school using spatial terms.		
1.3.B Locate places using the four cardinal directions.		
(4) Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:		
1.4.A Create and use simple maps such as maps of the home, classroom, school, and community.		
1.4.B Locate and explore the community, Texas, and the United States on maps and globes.		
(5) Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:		
1.5.A Identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.		
1.5.B Identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.		
2nd Grade		
(3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:		
2.3.A Identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.		
2.3.B Create maps to show places and routes within the home, school, and community.		
(4) Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:		
2.4.A Identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.		
2.4.B Locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.		
(5) Geography. The student understands how humans use and modify the physical environment. The student is expected to:		
2.5.A Identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil.		
2.5.B Identify consequences of human modification of the physical environment.		
2.5.C Identify ways people can conserve and replenish Earth's resources.		

The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.

n2y Instructional Targets	n2y Elementary Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Use simple maps and symbols to locate a specific place. Describe the items found on a physical map and distinguish between those that are natural geographical features and those that humans have made part of the environment. Connect physical features of a community with jobs. Identify human modifications to the environment and explain how these changes help or hurt the environment. 	Unique	Unique
	Changing Our Land (Unit 8) Finding Our Way (Unit 13) Natural or Man-Made? (Unit 26)	n2y Library/Social Studies Books Standards Connection ULS Science and Social Studies Courses News2you Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will use pictures and symbols on a simple map to locate places and locations. Students will describe features found on a physical map and identify them as natural or man-made. Students will describe jobs with various geographical and human-made features (fisherman in water, farmer in field, worker in a factory, a city scene, etc.). Students will identify the ways that things built or done by people help or harm the environment (road for travel, planting a field for food, cutting trees that were animals' homes, etc.). 	<ul style="list-style-type: none"> Students will use picture supports to locate places on a picture map. Students will distinguish different features found on a physical map (land, water, farmland, urban area, forest, ocean, etc.). Students will match jobs to appropriate geographical and human-made features (farmer/field, teacher/school). Students will identify items built or developed by people that change the environment (roads, bridges, malls, etc.). 	<ul style="list-style-type: none"> Students will locate specific objects in a specified location. Students will distinguish basic physical features of land or water. Students will identify geographical features in the community. Students will identify things built by people in the community (homes, stores, roads, etc.).



Standards for Economics		Grades K–2
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
Kindergarten		
(5) Economics. The student understands the difference between human needs and wants and how they are met. The student is expected to:		
K.5.A Identify basic human needs of food, clothing, and shelter.		
K.5.B Explain the difference between needs and wants.		
K.5.C Explain how basic human needs and wants can be met.		
(6) Economics. The student understands the value of jobs. The student is expected to:		
K.6.A Identify jobs in the home, school, and community.		
K.6.B Explain why people have jobs.		
1st Grade		
(6) Economics. The student understands how families meet basic human needs. The student is expected to:		
1.6.A Describe ways that families meet basic human needs.		
1.6.B Describe similarities and differences in ways families meet basic human needs.		
(7) Economics. The student understands the concepts of goods and services. The student is expected to:		
1.7.A Identify examples of goods and services in the home, school, and community.		
1.7.B Identify ways people exchange goods and services.		
1.7.C Identify the role of markets in the exchange of goods and services.		
(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:		
1.8.A Identify examples of people wanting more than they can have.		
1.8.B Explain why wanting more than they can have requires that people make choices.		
1.8.C Identify examples of choices families make when buying goods and services.		
(9) Economics. The student understands the value of work. The student is expected to:		
1.9.A Describe the tools of various jobs and the characteristics of a job well performed.		
1.9.B Describe how various jobs contribute to the production of goods and services.		
2nd Grade		
(6) Economics. The student understands the value of work. The student is expected to:		
2.6.A Explain how work provides income to purchase goods and services.		
2.6.B Explain the choices people can make about earning, spending, and saving money.		
(7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:		
2.7.A Distinguish between producing and consuming.		
2.7.B Identify ways in which people are both producers and consumers.		
2.7.C Trace the development of a product from a natural resource to a finished product.		

The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.



n2y Instructional Targets		n2y Elementary Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Compare amounts to determine <i>more</i> or <i>less</i>. Recognize the difference between wants and needs. Identify places where people buy or sell goods and services. Distinguish between buying and selling. Recognize that people earn money by doing a job or performing a chore. Recognize that people must have money if they wish to buy products and services. 		Unique Can I Buy It? (Unit 18) Earning Money (Unit 28)	Unique n2y Library/Social Studies Books Standards Connection ULS Science and Social Studies Courses
n2y Differentiated Tasks			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none"> Students will compare two prices and determine which is more or less than the other. Students will describe the difference between wants and needs. Students will identify stores where specific items are purchased. Students will describe the difference between buying and selling. Students will identify earning money with working at a job or completing a chore. Students will identify forms of money used to buy goods and services. 	<ul style="list-style-type: none"> Students will locate a price on an item being sold. Students will identify wants (e.g., toys, games, treats) and needs (e.g., food, clothes, shelter). Students will match items to a store where the items can be purchased. Students will model buying and selling of goods or services. Students will recognize that completing a job or chore can result in a reward in the form of a sticker, money or some other item of value. Students will recognize that money is used to buy things. 	<ul style="list-style-type: none"> Students will use money to make a purchase. Students will indicate a want. Students will identify something that can be purchased. Students will participate in modeling buying and selling of goods or services. Students will identify jobs or chores in the classroom and at home. Students will identify forms of money (coins, bills, debit cards, etc). 	



Standards for History		Grades 3–5
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
3rd Grade		The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.
(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:		
3.1.A Describe how individuals, events, and ideas have changed communities, past and present.		
3.1.B Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities.		
3.1.C Describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.		
(2) History. The student understands common characteristics of communities, past and present. The student is expected to:		
3.2.A Identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being.		
3.2.B Compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.		
(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:		
3.10.A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.		
3.10.B Compare ethnic and/or cultural celebrations in the local community with other communities.		
(11) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:		
3.11.A Identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains.		
3.11.B Identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.		
(12) Culture. The student understands the importance of writers and artists to the cultural heritage of communities.		
3.12 The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.		
(13) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:		
3.13.A Identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.		
3.13.B Describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.		
(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:		
3.14.A Gather information, including historical and current events and geographic data, about the community using a variety of resources.		
3.14.B Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.		
3.14.C Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.		
3.14.D Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.		
3.14.E Identify the central claim in a primary or secondary source.		



3.14.F Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.	
(15) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
3.15.A Use social studies terminology correctly.	
3.15.B Create and interpret timelines.	
3.15.C Apply the terms year, decade, and century to describe historical times.	
3.15.D Express ideas orally based on knowledge and experiences.	
3.15.E Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.	
3.15.F Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	
4th Grade	
(1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:	
4.1.A Explain the possible origins of American Indian groups in Texas.*	
4.1.B Identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.	
4.1.C Describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern.	
4.1.D Locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.*	
(2) History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:	
4.2.A Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.*	
4.2.B Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas.*	
4.2.C Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.*	
4.2.D Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.*	
4.2.E Identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.*	
(3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:	
4.3.A Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.*	
4.3.B Summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza.*	
4.3.C Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.*	
4.3.D Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.*	
4.3.E Explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.*	

<p>(4) History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: 4.4.A Describe the impact of the Civil War and Reconstruction on Texas.*</p>	
<p>4.4.B Explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.*</p>	
<p>4.4.C Explain the effects of the railroad industry on life in Texas, including changes to cities and major industries.*</p>	
<p>4.4.D Explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>	
<p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to: 4.5.A Explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals.*</p>	
<p>4.5.B Explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins.*</p>	
<p>(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to: 4.14.A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument.*</p>	
<p>4.14.B Sing or recite "Texas, Our Texas".*</p>	
<p>4.14.C Recite and explain the meaning of the Pledge to the Texas Flag.*</p>	
<p>4.14.D Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.*</p>	
<p>(17) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to: 4.17.A Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio.*</p>	
<p>4.17.B Summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.*</p>	
<p>(18) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to: 4.18.A Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.</p>	
<p>4.18.B Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</p>	
<p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: 4.19.A Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas.</p>	
<p>4.19.B Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.</p>	
<p>4.19.C Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	
<p>4.19.D Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	
<p>4.19.E Identify different points of view about an issue, topic, historical event, or current event.</p>	



4.19.F Identify the central claim in a primary or secondary source.	
4.19.G Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.	
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
4.21.A Use social studies terminology correctly.	
4.21.B Incorporate main and supporting ideas in verbal and written communication.	
4.21.C Express ideas orally based on research and experiences.	
4.21.D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	
4.21.E Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	
5th Grade	
(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:	
5.1.A Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.	
5.1.B Describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.	
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:	
5.2.A Analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party.	
5.2.B Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.	
5.2.C Summarize the results of the American Revolution, including the establishment of the United States.	
(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established.	
5.3 The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.	
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	
5.4.A Describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing.	
5.4.B Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.	
5.4.C Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.	
5.4.D Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.	
5.4.E Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.	
5.4.F Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.	
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	



5.5.A Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.	
5.5.B Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.	
5.5.C Identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.	
(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:	
5.16.A Explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant.	
5.16.B Sing or recite "The Star-Spangled Banner" and explain its history.	
5.16.C Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.	
5.16.D Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	
(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	
5.20.A Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".	
5.20.B Explain how examples of art, music, and literature reflect the times during which they were created.	
(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:	
5.21.A Describe customs and traditions of various racial, ethnic, and religious groups in the United States.	
5.21.B Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	
(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	
5.22.A Identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.	
5.22.B Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.	
5.22.C Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.	
(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
5.23.A Differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.	
5.23.B Identify and ask questions about the credibility of different kinds of primary and secondary sources.	
5.23.C Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	
5.23.D Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	
5.23.E Identify different points of view about an issue, topic, historical event, or current event.	



5.23.F Identify the historical context of an event.		
5.23.G Identify the central claim in a primary or secondary source.		
5.23.H Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.		
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		
5.25.A Use social studies terminology correctly.		
5.25.B Incorporate main and supporting ideas in verbal and written communication.		
5.25.C Express ideas orally based on research and experiences.		
5.25.D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.		
5.25.E Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.		
<i>*Texas History is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i>		
n2y Instructional Targets	n2y Intermediate Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> • Create a timeline of local, state or national events. • Create a narrative connecting the past and present. • Describe similarities and differences between life today and life in the past. • Describe features of the local community (land and water, culture, changes over time, etc.). • Describe the influence of cultural practices of groups from different places on the formation of the community, state or nation. • Compare past and present cultures of the state, country or community (e.g., life among Native Americans, settlers, immigrants). • Describe the results of exploration and colonization of the United States. • Identify reasons early settlers move. 	Unique	Unique
	Living in Early America (Unit 3)	n2y Library/Social Studies Books
	Cultures Influence Communities (Unit 6)	ULS Science and Social Studies Courses
	Cultures of Change (Unit 16)	Standards Connection
	It's a Tradition (Unit 24)	News2you
	Times Have Changed (Unit 25)	Class News Activity

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will create a timeline of historical events. Students will describe events, actions or objects that reflect the past. Students will compare life in early America with life today (places, food, traditions, etc.). Students will describe ways in which land, water or lifestyles have changed over time. Students will trace events and ideas from early state or country history that influence life today. Students will retell a story that reflects the past culture of a country, state or community in the past or present. Students will explain why colonists settled and fought in America. Students will explain why early settlers moved (land, better transportation, jobs etc.). 	<ul style="list-style-type: none"> Students will sequence a series of events, days or dates. Students will use pictures to show events, actions or objects of the past. Students will describe pictures representing life in early America (clothing, homes, schools, etc.). Students will match similar features of land, water or lifestyle from different places or periods of time. Students will identify events or ideas from early state or country history. Students will identify groups of people who have lived in a country, state or community. Students will identify why colonists settled in America. Students will identify why early settlers moved. 	<ul style="list-style-type: none"> Students will select an event or activity that occurs before or after another event or activity. Students will sort pictures representing past or present times. Students will select pictures that represent life in early America. Students will select pictures representing local land features, water sources, or lifestyles of the past. Students will identify the state in which they live. Students will select pictures representing people who lived in a country, state or community. Students will demonstrate a basic freedom by making a choice. Students will identify a reason to move.



Standards for Civics/Government		Grades 3–5
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
3rd Grade		
(7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:		
3.7.A Describe the basic structure of government in the local community, state, and nation.		
3.7.B Identify local, state, and national government officials and explain how they are chosen.		
3.7.C Identify services commonly provided by local, state, and national governments.		
(8) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:		
3.8.A Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.		
3.8.B Describe the concept of "consent of the governed".		
(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:		
3.9.A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.		
3.9.B Identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship.		
3.9.C Identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting.		
3.9.D Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.		
3.9.E Use voting as a method for group decision making.		
(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :		
3.16.A Use democratic procedures to simulate making decisions on school, local, or state issues.		
3.16.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		
4th Grade		
(12) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:		
4.12.A Compare how various American Indian groups such as the Caddo and the Comanche governed themselves.*		
4.12.B Compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.*		
(13) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:		
4.13.A Identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution.*		
4.13.B Identify and explain the basic functions of the three branches of government according to the Texas Constitution.*		
4.13.C Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).		
(15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:		
The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.		



4.15.A Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.*	
4.15.B Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects.	
4.15.C Explain the duty of the individual in state and local elections such as being informed and voting.	
4.15.D 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, Henry B. González, Wallace Jefferson, and other local individuals.	
4.15.E Explain how to contact elected and appointed leaders in state and local governments.	
4.15.F Use voting as a method for group decision making.	
(16) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	
4.16.A Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States.*	
4.16.B Identify leadership qualities of state and local leaders, past and present.	
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :	
4.22.A Use democratic procedures to simulate making decisions on school, local, or state issues.	
4.22.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	
5th Grade	
(13) Government. The student understands the organization of governments in colonial America. The student is expected to:	
5.13.A Compare the systems of government of early European colonists, including representative government and monarchy.	
5.13.B Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	
(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	
5.14.A Explain the purposes, key elements, and the importance of the Declaration of Independence.	
5.14.B Explain the purposes of the U.S. Constitution as identified in the Preamble.	
5.14.C Explain the reasons for the creation of the Bill of Rights and its importance.	
(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	
5.15.A Identify and explain the basic functions of the three branches of government.	
5.15.B Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.	
5.15.C Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	
(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	
5.17.A Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.	
5.17.B Explain how to contact elected and appointed leaders in local, state, and national governments.	
5.17.C Use voting as a method for group decision making.	
(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	



5.18.A Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.		
5.18.B Identify leadership qualities of national leaders, past and present.		
(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights.		
5.19 The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.		
(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :		
5.26.A Use democratic procedures to simulate making decisions on school, local, or state issues.		
5.26.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		
<i>*Texas Government is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i>		
n2y Instructional Targets	n2y Intermediate Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Identify central authority figures (principal, governor, president, etc.) and the basic role of each. Identify school, local, state and national laws and their purposes. Identify rights of U.S. citizens that are guaranteed by the Constitution. Explore the structure of the U.S., state and/or local government and their duties (e.g., branches of government). Explore local, state and national citizenship rights and responsibilities (e.g., voting, obeying laws). Recognize that individual rights and responsibilities have consequences that may affect other individuals and groups. Recognize voting as a means for a group of people to make a decision. 	Unique We Have Rules and Laws (Unit 1) We Have Leaders (Unit 11) We Have Rights (Unit 21)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will identify and explain the role of various authority figures. Students will identify basic rules and laws of their school, community or country. Students will explain how the Constitution establishes a set of rules which give U.S. citizens rights. Students will explain the basic structure of national, state and local government (e.g., branches of government). Students will identify examples of the basic rights and responsibilities of U.S citizens (the right to a fair trial, the responsibility to vote, etc.). As members of the school or community, students will recognize the difference between their rights and their responsibilities. Students will assess options and vote to make a decision. 	<ul style="list-style-type: none"> Students will identify country, state and community leaders (president, governor, mayor, principal etc.). Students will identify rules of the classroom or community and understand the consequences of failure to follow rules. Students will identify rights protected by the U.S. Constitution. Students will identify the basic structure of national, state and local government (e.g., branches of government). Students will recognize that members of a community or country work and live together and that each member has rights and responsibilities. Students will identify the individual rights and responsibilities of members of the school or community (e.g., the right to be treated fairly, the responsibility to treat others fairly). Students will participate in a vote to make a classroom decision. 	<ul style="list-style-type: none"> Students will identify an authority figure in their environment (teacher, principal, parent etc.). With support, students will follow a direction or rule. With support, students will identify a right they have. With support, students will identify a government branch. Students will exercise their rights as citizens by using consistent responses to make choices in daily activities. Students will accept the consequences of a choice. Students will actively participate in making a classroom decision by vote.



Standards for Geography		Grades 3–5
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
3rd Grade		
(3) Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:		
3.3.A Describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards.		
3.3.B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.		
3.3.C Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.		
(4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:		
3.4.A Use cardinal and intermediate directions to locate places on maps and globes in relation to the local community.		
3.4.B Use a scale to determine the distance between places on maps and globes.		
3.4.C Identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.		
4th Grade		
(6) Geography. The student understands the concept of regions. The student is expected to:		
4.6.A Identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities.*		
4.6.B Compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).*		
(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:		
4.7.A Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.*		
4.7.B Identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.*		
(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:		
4.8.A Describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.*		
4.8.B Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.*		
4.8.C Compare the positive and negative consequences of human modification of the environment in Texas, past and present.*		
(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:		
4.20.A Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.		
4.20.B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.		
5th Grade		
(6) Geography. The student understands places and regions in the United States. The student is expected to:		
5.6.A Describe political and economic regions in the United States that result from patterns of human activity.		
5.6.B Describe regions in the United States based on physical characteristics such as landform, climate, and vegetation.		
5.6.C Locate on a map important political features such as the five largest cities by population in the United States and the 50 states.		

The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.

5.6.D Create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.		
(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:		
5.7.A Identify and describe the patterns of settlement such as rural, urban, and suburban.		
5.7.B Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States.		
5.7.C Analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.		
(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:		
5.8.A Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.		
5.8.B Analyze the positive and negative consequences of human modification of the environment in the United States.		
(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:		
5.24.A Apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps.		
5.24.B Interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.		
<i>*Texas Geography is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i>		
n2y Instructional Targets	n2y Intermediate Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Use maps and map tools to locate places, landmarks, land masses and water forms. Identify locations on a map in relation to north, south, east and west. Identify and distinguish geographical and human-made resources in the community, state or country. Identify the United States on a globe and individual states or regions on a map. Describe positive and negative consequences of changes to the environment (roads, buildings, etc.). Describe forms of transportation and what they typically transport. Describe how physical and cultural characteristics of a region can result in increased settlement of an area. 	Unique	Unique
	Changes Help, Changes Hurt (Unit 8) On the Move (Unit 13) Resources by Region (Unit 26)	n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection News2you Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will locate named cities, bodies of water and landforms on a map or globe. Students will describe locations on a map, using relational vocabulary (north, south, east and west) to do so. Students will identify geographic and human-made resources in a region and describe ways they are used (forests as a source of paper, wind as a source of energy, etc.). Students will identify the United States, states and regions on a globe or map. Students will describe changes that people make to the environment and the potential positive and negative consequences of those changes. Students will compare forms of transportation and evaluate the most efficient ways of transporting products and people. Students will describe how cultures and/or geographic features of a region can affect settlement of an area. 	<ul style="list-style-type: none"> Students will use picture supports to find major locations on a map. Students will describe locations on a map, using relational vocabulary (near, far, beside, above, etc.) to do so. Students will identify natural and human-made resources in a region. Students will locate the United States and their own state on a map. Students will describe a place or site in the community where the environment has been changed to add something new (e.g., forest cut down to build a mall). Students will identify types of transportation and what they transport (cars transport people, trucks transport goods, etc.). Students will identify how cultures and/or geographic features of a region can result in an increase or decrease in population. 	<ul style="list-style-type: none"> Students will select a picture or symbol to represent a location on a map. Students will physically demonstrate locational vocabulary with assistance. Students will identify a natural or human-made resource in their community. Students will identify the United States on a map or globe. Students will identify a new place built by people in the community. Students will identify a form of transportation in a picture. Students will identify items associated with their region's culture (food, events, activities, etc.). Students will identify local geographic features (bodies of water, landforms, etc.).



Standards for Economics		Grades 3–5
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
3rd Grade	<p><i>The STAAR Alternate 2 Social Studies Essence Statements begin in grade 8.</i></p>	
(5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:		
3.5.A Identify ways of earning, spending, saving, and donating money.		
3.5.B Create a simple budget that allocates money for spending and saving.		
(6) Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:		
3.6.A Explain how supply and demand affect the price of a good or service.		
3.6.B Define and identify examples of scarcity.		
3.6.C Explain how the cost of production and selling price affect profits.		
3.6.D Identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.		
4th Grade		
(9) Economics. The student understands the basic economic activities of early societies in Texas. The student is expected to:		
4.9.A Explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting.*		
4.9.B Explain the economic activities early settlers to Texas used to meet their needs and wants.*		
(10) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:		
4.10.A Describe how the free enterprise system works, including supply and demand.		
4.10.B Identify examples of the benefits of the free enterprise system such as choice and opportunity.		
4.10.C Describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.*		
(11) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:		
4.11.A Identify how people in different regions of Texas earn their living, past and present.*		
4.11.B Explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas.*		
4.11.C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.*		
4.11.D Explain how developments in transportation and communication have influenced economic activities in Texas.*		
5th Grade		
(9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:		
5.9.A Explain the economic patterns of early European colonies.		
5.9.B Identify major industries of colonial America such as shipbuilding and growing of cash crops.		
(10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:		
5.10.A Identify the development of the free enterprise system in colonial America and the United States.		
5.10.B Describe how the free enterprise system works in the United States.		
5.10.C Give examples of the benefits of the free enterprise system in the United States.		

<p>(11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>5.11.A Explain how supply and demand affects consumers in the United States.</p> <p>5.11.B Evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.</p> <p>(12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <p>5.12.A Compare how people in different regions of the United States earn a living, past and present.</p> <p>5.12.B Identify and explain how geographic factors have influenced the location of economic activities in the United States.</p> <p>5.12.C Analyze the effects of immigration and migration on the economic development and growth of the United States.</p> <p>5.12.D Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.</p>		
<p><i>*Texas Economics are not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i></p>		
n2y Instructional Targets	n2y Intermediate Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> Recognize that people use their wants and needs to decide what to buy. Identify producers as people who make things or provide goods or services. Identify consumers as people who buy or use goods and services. Explain steps for producing and selling an item. Identify places in the community (markets) where people make purchases. Explain why certain items are produced in particular places (climate, resources, etc.). Identify ways to earn money (income) and ways to spend money (expenses). 	<p>Unique</p> <p>Make It, Sell It, Buy It! (Unit 18) Earn Before You Spend (Unit 28)</p>	<p>Unique</p> <p>n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection</p>
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will conduct a decision-making process to select a purchase involving wants and needs. Students will identify basic roles of people who make or provide things (producers). Students will identify basic roles of people who buy things (consumers). Students will describe steps to producing and selling an item. Students will describe a range of goods or services that can be obtained in certain stores and locations (markets). Students will identify the different places where certain items are grown or produced (crops grown on farmland, cars built in a factory, etc.). Students will create a simple budget that shows income and expenses. 	<ul style="list-style-type: none"> Students will compare two items and decide which to purchase. Students will identify examples of producers. Students will identify examples of consumers. Students will sequence steps to produce and sell an item. Students will match stores and locations in the community where specific goods or services are provided. Students will match goods with the places where those goods are produced (food on farms, clothing in factories, etc.). Students will distinguish between money earned and money spent. 	<ul style="list-style-type: none"> Students will choose between two items to make a purchase. Students will model the role of a seller (producer) during a purchase. Students will use money to make a purchase from a seller. Students will choose an item to sell. Students will identify stores and service locations in the local community (grocery store, post office, library, etc.). Students will identify items produced in the local community. Students will identify jobs or tasks that allow money or other rewards to be earned.

Standards for U.S. History		Grades 6–8
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
7th Grade		Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:		
7.1.A Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas.*		
7.1.B Explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.*		
(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:		
7.2.A Compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern.*		
7.2.B Identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain.*		
7.2.C Identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo.*		
7.2.D Identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery.*		
7.2.E Identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martín De León, and Green DeWitt, during the Mexican settlement of Texas.*		
7.2.F Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.*		
(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:		
7.3.A Describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin.*		
7.3.B Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguin, and William B. Travis.*		
7.3.C Explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.*		
(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:		
7.4.A Identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups.*		
7.4.B Analyze the causes of and events leading to Texas annexation such as security and public debt.*		

7.4.C Identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.*	
(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:	
7.5.A Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War.*	
7.5.B Identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.*	
7.5.C Explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.*	
(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:	
7.6.A Identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.*	
7.6.B Identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life.*	
7.6.C Identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg.*	
7.6.D Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.*	
(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:	
7.7.A Explain how the oil industry led to the industrialization of Texas.*	
7.7.B Define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology.*	
7.7.C Describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century.*	
7.7.D Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.*	
7.7.E Analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.*	
(19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:	
7.19.A Compare types and uses of technology, past and present.	
7.19.B Identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.	
7.19.C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries.	
7.19.D Evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land.	
7.19.E Analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.	
(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	

7.20.A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.	
7.20.B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	
7.20.C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.	
7.20.D Identify bias and points of view from the historical context surrounding an event that influenced the participants.	
7.20.E Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.	
7.20.F Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.	
8th Grade	8th Grade
(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:	
8.1.A Identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects.	(8.1) History. The student understands traditional historical points of reference in U.S. history through 1877. (Readiness and Supporting Standard)
8.1.B 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.	Essence Statement Recognizes important dates and time periods in U.S. history through 1877.
(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:	
8.2.A Identify reasons for English, Spanish, and French exploration and colonization of North America.	(8.2) History. The student understands the causes of exploration and colonization eras. (Readiness and Supporting Standard)
8.2.B Compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.	Essence Statement Recognizes reasons for exploration and colonization.
(3) History. The student understands the foundations of representative government in the United States. The student is expected to:	
8.3.A Explain the reasons for the growth of representative government and institutions during the colonial period.	(8.3) History. The student understands the foundations of representative government in the United States. (Readiness and Supporting Standard)
8.3.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.	Essence Statement Recognizes the foundations of representative government in the United States.
8.3.C Describe how religion and virtue contributed to the growth of representative government in the American colonies.	
(4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:	
8.4.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.	(8.4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. (Readiness and Supporting Standard)
8.4.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, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington.	Essence Statement Recognizes important events, issues, and people relating to the revolutionary era.
8.4.C Explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783.	
8.4.D Analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.	
(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:	
8.5.A Describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>

8.5.B Explain the effects of the Fugitive Slave Act of 1793.	
8.5.C Summarize arguments regarding protective tariffs, taxation, and the banking system.	
8.5.D Explain the origin and development of American political parties.	
8.5.E Explain the causes, important events, and effects of the War of 1812.	
8.5.F Identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine.	
8.5.G Explain the impact of the election of Andrew Jackson, including expanded suffrage.	
8.5.H 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.	
(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:	
8.6.A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.	
8.6.B Analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny.	
8.6.C Explain the causes and effects of the U.S.-Mexican War and their impact on the United States.	Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
(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:	
8.7.A Analyze the impact of tariff policies on sections of the United States before the Civil War.	
8.7.B Compare the effects of political, economic, and social factors on slaves and free blacks.	
8.7.C Analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists.	
8.7.D Analyze the impact of slavery on different sections of the United States.	
8.7.E Identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.	
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:	
8.8.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 congressional Medal of Honor recipients William Carney and Philip Bazaar.	
8.8.B Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.	
8.8.C Explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln.	(8.8) History. The student understands individuals, issues, and events of the Civil War. (Readiness and Supporting Standard) Essence Statement Recognizes important people, issues, and events relating to the Civil War.
8.8.D 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.	
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:	Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
8.9.A Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments.	
8.9.B Explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels.	
8.9.C Explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.	
(12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:	
8.12.A Identify economic differences among different regions of the United States.	

8.12.B Explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery.	
8.12.C Analyze the causes and effects of economic differences among different regions of the United States at selected times.	
(13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:	(8.13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. (Readiness and Supporting Standard)
8.13.A Analyze the economic effects of the War of 1812.	Essence Statement Recognizes the causes of industrialization and urbanization in the United States.
8.13.B Identify the economic factors that brought about rapid industrialization and urbanization.	
(14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:	(8.14) Economics. The student understands the origins and development of the free enterprise system in the United States. (Supporting Standard)
8.14.A Explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights.	Essence Statement Recognizes the development of the free enterprise system in the United States. .
8.14.B Describe the characteristics and the benefits of the U.S. free enterprise system through 1877.	
(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:	
8.23.A Identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration.	
8.23.B Explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.23.C Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed.	
8.23.D Analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.	
8.23.E Identify the political, social, and economic contributions of women to American society.	
(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:	
8.24.A Describe and evaluate the historical development of the abolition movement , including activities that focused attention on the moral ills of slavery.	
8.24.B Evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.	(8.25) Culture. The student understands the impact of religion on the American way of life. (Readiness and Supporting Standard)
(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:	Essence Statement Recognizes the impact of religion on American society.
8.25.A Trace the development of religious freedom in the United States.	
8.25.B Describe religious influences on social movements, including the impact of the first and second Great Awakenings.	
8.25.C Analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.	
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	
8.26.A Identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature.	
8.26.B Analyze the relationship between the arts and continuity and change in the American way of life.	
(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:	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.27.A Explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts.	
8.27.B Analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally.	
8.27.C Analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.	



(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: 8.28.A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history.		(8.28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. (Supporting Standard) Essence Statement Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.
8.28.B Identify examples of how industrialization changed life in the United States.		
(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 technology. The student is expected to: 8.29.A Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about the United States.		
8.29.B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
8.29.C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.		
8.29.D Identify bias and points of view created by the historical context surrounding an event.		
8.29.E Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.		
8.29.F Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.		
8.29.G Create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States.		
8.29.H Pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts.		
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 8.30.A Use social studies terminology correctly.		<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.30.B Use effective written communication skills, including proper citations and avoiding plagiarism.		
8.30.C Create written, oral, and visual presentations of social studies information.		
8.30.D Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.		
<i>*Texas History is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.</i>		
n2y Instructional Targets	n2y Middle School Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none">Describe and sequence historical events from a specific historical period.Compare physical and human-made features of the past with those of today.Describe results of great changes in the course of history (e.g., colonization of North America, American Revolution, emancipation of enslaved people, relations with Native Americans).Describe ways in which a country can expand and develop (e.g., westward movement in the United States, Industrial Revolution).Describe consequences of conflict and explain ways of solving disagreements (e.g., Civil War).	Unique Things Have Changed (Unit 3) Building a New Country (Unit 6) American Peacekeepers (Unit 16) It's a Tradition (Unit 24) We Need Change (Unit 25)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection



<ul style="list-style-type: none"> Identify the diversity of cultural practices in groups within the United States. Describe how industry and technology changed American life. 		News2you Current Issues Breaking News: World News Breaking News: Sports News Breaking News: Entertainment News
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will create a timeline that describes historical events or activities from a specific period of time. Students will compare key physical and human-made features of the past with those of society today. Students will describe results from a historical event and how they've influenced life today. (Refer to content examples in the instructional targets.) Students will describe historical reasons that explain why people move to new places. Students will recognize ways that a conflict may produce positive and negative consequences (cause and effect of American Revolution, Civil War, etc.). Students will describe how a culture has influenced their community, state or nation. Students will describe technological advances in history and how they impact life today. 	<ul style="list-style-type: none"> Students will sequence a series of events or activities in history. Students will identify geographical and human-made features of societies of the past (rivers and mountains; roads and homes). Students will identify a historical event that has influenced life today. Students will trace a path of travel on a map. Students will identify ways to resolve a disagreement (compromise, effective communication, etc.). Students will identify cultural traditions in their community or state. Students will match technological developments of the past to tools used today (e.g., plow to tractor). 	<ul style="list-style-type: none"> Students will select a historical event or activity that occurs before or after another event or activity. Students will identify physical and human features of the local community. Students will identify a person, a place or an event from our country's past. Students will identify a named location on a map. Students will identify examples of agreement or disagreement on an opinion. Students will share a personal tradition. Students will identify a technology tool that was not available in the past.

Standards for World History		Grades 6–8	
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements	
6th Grade		World History is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.	
(1) History. The student understands that historical events influence contemporary events. The student is expected to: 6.1.A Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade.			
6.1.B Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.			
(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: 6.2.A Identify and describe the historical influence of individuals or groups on various contemporary societies.			
6.2.B Describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.			
(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: 6.19.A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures.			
6.19.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.			
6.19.C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.			
6.19.D Identify different points of view about an issue or current topic.			
6.19.E Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic			
6.19.F Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.			
n2y Instructional Targets	n2y Middle School Grade Band Units		n2y Supporting Activities
<ul style="list-style-type: none">Describe and sequence historical events from a specific historical period.Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India, or China).Show how changes in communities or countries have had positive or negative consequences (e.g., Ancient Greece, Rome).	Unique		Unique
	Things Have Changed (Unit 3)		n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection
n2y Differentiated Tasks			
Level 3	Level 2	Level 1	
<ul style="list-style-type: none">Students will create a timeline that describes historical events or activities from a specific period of time.Students will describe results from a historical event and how they've influenced life today. (Refer to content examples in the instructional targets.)Students will explain how events in history can result in positive or negative change (innovations of Greek and Roman civilizations, expansion, etc.).	<ul style="list-style-type: none">Students will sequence a series of events or activities in history.Students will identify a historical event that has influenced life today.Using historical events as examples, students will identify ways that people can affect change.	<ul style="list-style-type: none">Students will select a historical event or activity that occurs before or after another event or activity.Students will identify a person, a place or an event from the past.Students will identify something that can be changed in daily life.	

Standards for Government		Grades 6–8
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
6th Grade		Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
(9) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: 6.9.A Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited). 6.9.B Identify reasons for limiting the power of government. 6.9.C Identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.		
(10) Government. The student understands various ways in which people organize governments. The student is expected to: 6.10.A Identify and give examples of governments with rule by one, few, or many. 6.10.B Compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function. 6.10.C Identify historical origins of democratic forms of government such as Ancient Greece.		
(11) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: 6.11.A Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States. 6.11.B Explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.		
(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: 6.12.A Identify and explain the duty of civic participation in societies with representative governments. 6.12.B Explain relationships among rights, responsibilities, and duties in societies with representative governments.		
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: 6.21.A Use social studies terminology correctly. 6.21.B Incorporate main and supporting ideas in verbal and written communication based on research. 6.21.C Express ideas orally based on research and experiences 6.21.D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research. 6.21.E Use effective written communication skills, including proper citations to avoid plagiarism. 6.21.F Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.		
(22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: 6.22.A Describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models. 6.22.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		
7th Grade		
(13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to: 7.13.A Identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.* 7.13.B Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.*		
(14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:		



7.14.A Describe the structure and functions of government at municipal, county, and state levels.*	
7.14.B Identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.*	
(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:	
7.15.A Explain rights of Texas citizens.*	
7.15.B Explain civic responsibilities of Texas citizens and the importance of civic participation.*	
(16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:	
7.16.A Identify different points of view of political parties and interest groups on important Texas issues, past and present.*	
7.16.B Describe the importance of free speech and press in a democratic society.	
(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	
7.17.A Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States.*	
7.17.B Identify the contributions of Texas leaders such as 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, and Raul A. Gonzalez Jr.*	
8th Grade	8th Grade
(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:	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.15.A Identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government.	
8.15.B Summarize the strengths and weaknesses of the Articles of Confederation.	
8.15.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.	
8.15.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.	
8.15.E Explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.	
(16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	(8.16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. (Readiness Standard)
8.16.A Summarize the purposes for amending the U.S. Constitution.	Essence Statement Recognizes how the U.S. Constitution may be amended and the impact of selected constitutional amendments.
8.16.B Describe the impact of the 13th, 14th, and 15th amendments.	
(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:	(8.17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. (Readiness Standard)
8.17.A Analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason.	Essence Statement Recognizes the powers of the national and states governments under the U.S. federal system.
8.17.B Explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.	
(18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.18.A Identify the origin of judicial review.	



8.18.B Summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden.	
8.18.C Evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.	
(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:	(8.19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. (Readiness and Supporting Standard) Essence Statement Recognizes the rights and responsibilities of U.S. citizens.
8.19.A Define and give examples of unalienable rights.	
8.19.B Summarize rights guaranteed in the Bill of Rights.	
8.19.C Identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.	
(20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.20.A Evaluate the contributions of the Founding Fathers as models of civic virtue.	
8.20.B 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.	
(21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	(8.21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. (Supporting Standard) Essence Statement Recognizes the importance of the expression of different points of view on historical issues.
8.21.A Identify different points of view of political parties and interest groups on important historical issues.	
8.21.B Describe the importance of free speech and press in a constitutional republic.	
8.21.C Summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.	
(22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(8.22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. (Supporting Standard) Essence Statement Recognizes the importance of effective leadership and the contributions of significant leaders of the United States. .
8.22.A Analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln.	
8.22.B Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.	
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
8.31.A Describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.	
8.31.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	



n2y Instructional Targets	n2y Middle School Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> ● Recognize that governments have the power to make and enforce laws and regulations, levy taxes, declare war, etc. ● Recognize the significance of the Declaration of Independence, the Bill of Rights and the Constitution in providing rights and freedoms in the United States. ● Recognize the basic characteristics of American democracy. ● Identify the branches of the U.S. government with the responsibilities of each and explain how the members of these groups work together to define the national government. ● Identify the roles of national, state and local government leaders. ● Compare the United States government with forms of government in other parts of the world (elected officials vs. constitutional monarchies, dictators, etc.). ● Recognize that differences of opinion may exist between individuals and groups. ● Recognize ways to contribute to the community through civic participation. 	Unique Rules and Laws Keep Us Safe (Unit 1) Our Leaders, Our World (Unit 11) My Country, My Rights! (Unit 21)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> ● Students will describe the major responsibilities of the government (make laws, taxes, etc.) ● Students will identify significant U.S. documents and how these contribute to the freedoms of citizens today. (Refer to content in the instructional targets) ● Students will describe basic citizenship rights as defined in the Constitution (e.g., Bill of Rights). ● Students will describe the major responsibilities of the three branches of the United States government. ● Students will describe the roles of national, state and local government leaders. ● Students will describe differences between the United States and other national governments. ● Students will identify examples of differences of opinion within a group or between individuals and ways that these differences can be resolved. ● Students will identify and participate in a variety of ways that contribute to the local community. 	<ul style="list-style-type: none"> ● Students will identify major responsibilities of the government (make laws, taxes, etc.). ● Students will identify the Constitution as the framework for the government of the United States. ● Students will identify basic human and civil rights that are guaranteed to U. S. citizens. ● Students will match the branches of the United States government with the members within each branch. ● Students will identify the national, state and local leaders and their role. ● Students will match forms of government to their common leader (e.g., monarchies to King or Queen, democracy to president). ● Students will state a personal opinion on an issue or a topic. ● Students will participate in an activity to contribute to the community. 	<ul style="list-style-type: none"> ● Students will identify a government responsibility relevant to their personal experience or daily life. ● Students will demonstrate freedoms provided by significant U.S. documents by indicating needs and wants to others. ● Students will make choices in daily living that represent individual rights. ● Students will match a duty with an authority role (principal: school leader; president: national leader, etc.). ● Students will identify a national, state or local leader. ● Students will identify the presidents as the leader of the United States. ● Students will select a choice that offers an opinion. ● With support, students will participate in a volunteer activity.

Standards for Geography		Grades 6–8
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
6th Grade		
(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:		
6.3.A Identify and explain the geographic factors responsible for patterns of population in places and regions.		
6.3.B Explain ways in which human migration influences the character of places and regions		
6.3.C Identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.		
6.3.D Identify the location of major world countries for each of the world regions.		
(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:		
6.4.A Explain the geographic factors responsible for the location of economic activities in places and regions.		
6.4.B Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.		
(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:		
6.5.A Describe ways people have been impacted by physical processes such as earthquakes and climate.		
6.5.B Identify and analyze ways people have adapted to the physical environment in various places and regions.		
6.5.C Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.		
(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:		
6.20.A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?		
6.20.B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts.		
6.20.C Compare various world regions and countries using data from maps, graphs, and charts.		
6.20.D Create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.		
7th Grade		
(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:		
7.8.A Locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions.*		
7.8.B Locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest.*		
7.8.C Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.*		
(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:		
7.9.A Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.*		
Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.		

7.9.B Explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.*	
(10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:	
7.10.A Identify why immigrant groups came to Texas and where they settled.*	
7.10.B Describe how immigration and migration to Texas have influenced Texas.*	
7.10.C Describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.*	
7.10.D Analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.*	
(21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	
7.21.A Create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries.	
7.21.B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.	
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
7.22.A Use social studies terminology correctly.	
7.22.B Use effective written communication skills, including proper citations and avoiding plagiarism.	
7.22.C Create written, oral, and visual presentations of social studies information.	
7.22.D Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to :	
7.23.A Describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models.	
7.23.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	
8th Grade	8th Grade
(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:	
8.10.A Locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries.	Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
8.10.B Compare places and regions of the United States in terms of physical and human characteristics.	
8.10.C Analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.	
(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:	(8.11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. (Readiness and Supporting Standard) Essence Statement Recognizes the physical characteristics of North America and how humans adapted to and modified the environment.
8.11.A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States.	
8.11.B Describe the positive and negative consequences of human modification of the physical environment of the United States.	
*Texas Geography is not specifically addressed in Unique Learning System. However, some concepts are addressed through program instructional targets.	

n2y Instructional Targets	n2y Middle School Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> • Use maps, globes and Internet resources to obtain information on various locations (major cities, states, countries, mountains, oceans, etc.). • Recognize and use maps for different purposes (physical, political, weather, etc.). • Trace a route between two locations on a map. • Compare geographical (land, water, climate) and human-made (buildings, jobs) characteristics of different regions (e.g., desert or forest; farmland or city; New York or California). • Identify ways that transportation and communication technologies have helped bring people together from different locations. • Discuss reasons that early settlers had for moving from one area to another and explain why people of today continue to move. • Describe positive and negative consequences of changes to the environment (roads, buildings, etc.). 	Unique	Unique
	Changing Our Environment (Unit 8) Across the Miles (Unit 13) What Makes This Place Special? (Unit 26)	n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection
		News2you
		Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Students will use a variety of resources including maps, globes and the Internet to locate specific cities, states, bodies of water, landmarks and landforms. • Students will identify, select and use maps that are created for a specific purpose (weather, travel, etc.). • Students will create a route between two locations. • Students will create a comparison of two locations based on defined characteristics (climate, land use, physical features, etc.). • Students will describe how transportation and communication help bring people together from different locations. • Students will describe why early settlers and people today moved to new locations. • Students will describe changes that people make to the environment and the potential positive and negative consequences of those changes. 	<ul style="list-style-type: none"> • Students will use a map to locate specific places, including cities, states, land masses and bodies of water. • Students will locate information on a map for a specific purpose (weather, specific areas, etc.). • Students will trace a route between two locations. • Students will identify physical and human-made features of a region. • Students will identify ways that transportation and communication help bring people together from different locations. • Students will identify reasons to move to a new location. • Students will describe a place or site in the community where the environment has been changed to add something new (e.g., forest cut down to build a mall). 	<ul style="list-style-type: none"> • Students will select a picture or symbol to represent a location on a map. • Students will select a picture or symbol to represent information on a map. • Students will attend to or track an established route between two locations. • Students will identify physical or human-made features of the local area. • Students will identify forms of transportation and communication that help bring people together. • Students will identify a reason to move. • Students will identify a new place built by people in the community.



Standards for Economics		Grades 6–8
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
6th Grade		Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.
(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:		
6.6.A Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.		
6.6.B Identify problems that may arise when one or more of the factors of production is in relatively short supply.		
6.6.C Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.		
(7) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:		
6.7.A Compare ways in which various societies organize the production and distribution of goods and services.		
6.7.B Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.		
6.7.C Understand the importance of ethics in maintaining a functional free enterprise system.		
(8) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:		
6.8.A Define and give examples of agricultural, retail, manufacturing (goods), and service industries.		
6.8.B Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.		
7th Grade		
(11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:		
7.11.A Explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing.*		
7.11.B Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.*		
(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:		
7.12.A Explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas.*		
7.12.B Explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas.*		
7.12.C Analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.*		



n2y Instructional Targets	n2y Middle School Grade Band Units	n2y Supporting Activities
<ul style="list-style-type: none"> ● Recognize why some goods are readily available in the community and others are hard to find. ● Identify ways to make personal economic decisions based on wants and needs. ● Identify ways businesses make economic decisions based on profit and cost. ● Recognize how the wants and needs of people determine the goods and services produced. ● Identify goods made in a factory or by machines. ● Compare prices of similar goods. ● Recognize why some goods and services are traded. ● Identify purposes of banking services. ● Identify ways to earn an income and results of loss of income. 	Unique Right on the Money (Unit 18) I Can Earn Money (Unit 28)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> ● Students will describe how factors (limited resources, demand, location, cost, etc.) affect the availability of goods and services. ● Students will make a decision about wants and needs that takes into consideration short- and long-term consequences of that decision. ● Students will identify considerations that a business makes when deciding what it will sell and produce (cost and benefits). ● Students will describe how demand influences production of goods and services. ● Students will identify ways that technology increases production of certain products in a factory setting. (Relate to Industrial Revolution developments.) ● Students will compare and determine the best price of similar products in terms of price, size and quality. ● Students will describe how goods and services are traded. ● Students will identify and describe banking services, including checking and savings accounts, use of debit cards and loans. ● Students will create a simple budget plan, including money earned, money to spend and money to save. 	<ul style="list-style-type: none"> ● Students will identify possible reasons why a good or service is available in their community. ● Students will identify the positive and negative consequences of making a purchase of something needed or wanted. ● Students will create a simple budget that shows income and expenses, resulting in a profit or loss. ● Students will identify wants and needs. ● Students will identify items that are typically produced by an assembly process in a factory. ● Students will compare the price of two items and determine which price is lower. ● Students will identify goods and services that are traded worldwide. ● Students will complete steps of a check-cashing process at a bank. ● Students will identify reasons to earn, spend or save money. 	<ul style="list-style-type: none"> ● Students will identify a readily available good or service in their community. ● Students will make an informed decision on the purchase of a want or need. ● Students will sell an item or a service for money. ● Students will indicate a want or need. ● Students will recognize, explain or participate in an assembly line process in which several people contribute to the making of a product. ● Students will make a choice when presented with two options for purchase. ● Students will participate in the trade of an object. ● Students will identify a bank as a business that helps people by keeping their money safe. ● Students will participate in a process to earn, spend or save money.



Standards for U.S. History		Grades 9–12
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
United States History Studies Since 1877	United States History Studies Since 1877	
(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to: US History.1.A Analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.	Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.	
US History.1.B Analyze and evaluate the application of these founding principles to historical events in U.S. history.		
US History.1.C Explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."		
(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to: US History.2.A Identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics.		
US History.2.B Explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).		
(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: US History.3.A Analyze political issues such as Indian policies, the growth of political machines, and civil service reform.		
US History.3.B Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business.		
US History.3.C Analyze social issues affecting women, minorities, children, immigrants, and urbanization.		
(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: US History.4.A Explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power.		
US History.4.B Evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico.		
US History.4.C Identify the causes of World War I and reasons for U.S. entry.		
US History.4.D Understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, including the Battle of Argonne Forest.		
US History.4.E Analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front.		
US History.4.F Analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.		
(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to: US History.5.A Analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments.		
US History.5.B Evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society.		
US History.5.C Analyze the impact of third parties, including the Populist and Progressive parties.		



(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to: US History.6.A Analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.	United States History (6) History. The student understands significant events, social issues, and individuals of the 1920s. (Readiness and Supporting Standard)
US History.6.B Analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh.	Essence Statement Recognizes important events, issues and people related to the 1920s.
(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: US History.7.A Identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor.	United States History (7) History. The student understands the domestic and international impact of U.S. participation in World War II. (Readiness and Supporting Standard) Essence Statement Recognizes the impact of U.S. participation in World War II.
US History.7.B Evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies.	
US History.7.C Analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons.	
US History.7.D Analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps.	
US History.7.E Describe the military contributions of leaders during World War II, including Dwight Eisenhower, Douglas MacArthur, and Chester W. Nimitz.	
US History.7.F Explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities.	
US History.7.G Explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.	
(8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: US History.8.A Describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis.	United States History (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. (Readiness and Supporting Standard) Essence Statement Recognizes the impact of national and international decisions and conflicts during the Cold War on the United States.
US History.8.B Describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race.	
US History.8.C Explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy.	
US History.8.D Explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War.	
US History.8.E Analyze the major events of the Vietnam War, including the escalation of forces, the Tet Offensive, Vietnamization, and the fall of Saigon.	
US History.8.F Describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.	
(9) History. The student understands the impact of the American civil rights movement. The student is expected to: US History.9.A Trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
US History.9.B Explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting.	
US History.9.C Describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights.	
US History.9.D Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan.	

US History.9.E Compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.	
US History.9.F Discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement.	
US History.9.G Describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.	
US History.9.H Explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo.	
US History.9.I Evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.	
US History.9.J Describe how Sweatt v. Painter and Brown v. Board of Education played a role in protecting the rights of the minority during the civil rights movement.	
(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:	United States History (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. (Readiness and Supporting Standard) Essence Statement Recognizes the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.
US History.10.A Describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente.	
US History.10.B Describe Ronald Reagan's leadership in domestic and international policies, including Reagan's economic policies and Peace Through Strength.	
US History.10.C Describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair.	
US History.10.D Describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority.	
US History.10.E Describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
(11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:	
US History.11.A Describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror.	
US History.11.B Identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum.	
US History.11.C Analyze the impact of third parties on the 1992 and 2000 presidential elections.	
US History.11.D Identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.	
(15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	
US History.15.A Describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century.	
US History.15.B Describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act.	
US History.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.	
US History.15.D Describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.	

<p>(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to: US History.16.A Analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies. US History.16.B Identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System. US History.16.C Analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage. US History.16.D Compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression. US History.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>United States History (16) Economics. The student understands significant economic developments between World War I and World War II. (Readiness and Supporting Standard) Essence Statement Recognizes important economic developments between World War I and World War II.</p>
<p>(17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to: US History.17.A Describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment. US History.17.B Identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business. US History.17.C Describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s. US History.17.D Identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX. US History.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 on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).</p>	<p>United States History (17) Economics. The student understands the economic effects of government policies from World War II through the present. (Readiness and Supporting Standard) Essence Statement Recognizes the economic effects of government policies from World War II through the present.</p>
<p>(18) Government. The student understands changes over time in the role of government. The student is expected to: US History.18.A Evaluate the impact of New Deal legislation on the historical roles of state and federal government. US History.18.B Explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001. US History.18.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. US History.18.D Describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009.</p>	<p><i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i></p>
<p>(24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: US History.24.A Describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature. US History.24.B Describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society. US History.24.C Identify and analyze the global diffusion of American culture through various media.</p>	<p>United States History (24) Culture. The student understands the relationship between the arts and the times during which they were created. (Readiness and Supporting Standard) Essence Statement Recognizes the relationship between the arts and the times during which they were created.</p>
<p>(25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: US History.25.A Explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society.</p>	<p><i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i></p>

US History.25.B Describe the Americanization movement to assimilate immigrants and American Indians into American culture.	United States History (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. (Readiness and Supporting Standard) Essence Statement Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.
US History.25.C Explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.	
US History.25.D Identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society.	
(26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: US History.26.A Explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States. US History.26.B Explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine. US History.26.C Describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.	
(27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to: US History.27.A Analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication. US History.27.B Describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	United States History (27) Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. (Readiness and Supporting Standard) Essence Statement Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.
(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: US History.28.A Analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. US History.28.B Analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions. US History.28.C Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence. US History.28.D Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy. US History.28.E Identify bias and support with historical evidence a point of view on a social studies issue or event. US History.28.F Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>
(29) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: US History.29.A Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism. US History.29.B Use social studies terminology correctly. US History.29.C Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	



(30) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: US History.30.A Create a visual representation of historical information such as thematic maps, graphs, and charts.			
US.History.30.B Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.			
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: US History.31.A Explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models.			
US History.31.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.			
n2y Instructional Targets	n2y High School Grade Band Units	n2y Supporting Activities	
American History <ul style="list-style-type: none">● Identify the cause or result of a historical event or period of time.● Use multiple sources to create a sequence of events from a historical period.● Identify social, economical and political reasons for the Declaration of Independence and the American Revolution.● Describe ways that technology has changed workplaces, cities and communities (e.g., results of the Industrial Revolution to present day).● Recognize that attitudes can reflect prejudice and discrimination (e.g., racial discrimination that continued after the Civil War, Nineteenth Amendment).● Identify roles of leaders as peacekeepers in the community, state and country (e.g., emergence of the United States as a world leader after World War I).● Recognize that working as a group can help identify a problem and develop a plan for its solution (e.g., The Great Depression and the New Deal).● Consider a conflict situation and reasons for staying out of it or getting involved (e.g., World War II, nuclear arms).● Explain how conflicts can be resolved through compromise (e.g., Cold War, Vietnam War).● Describe contributions to our society by people of various cultures, races and ethnicities.● Evaluate current national issues and their advantages or challenges to this country.	Unique Ancient Communities (Unit 3) Fighting for Freedom (Unit 6) Leaders for Peace and Equality (Unit 16) It's a Tradition (Unit 24) From Conflict to Change (Unit 25)	Unique	

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today. Students will use multiple sources to create a description of a historical event or period of time. Students will explain how events in history (signing the Declaration of Independence, fighting the Revolutionary War, etc.) led to the formation of the United States. Students will describe ways that technology has improved life at work, in the community or in the home. (Content connection to the Industrial Revolution.) Students will recognize that attitudes of discrimination and prejudice will have a negative effect on a group or community (Content connection to racial discrimination, the Civil War and the Nineteenth Amendment). Students will describe how leaders help build good relationships in the community, state, country and world. Students will work collaboratively to identify a problem and develop a solution. Students will recognize examples of conflict situations and strategies to resolve disagreements through compromises (Content connection to World Wars I and II, Vietnam War, Cold War). Students will describe how organizations and laws that promote equality will improve quality of life (civil rights movement, women's rights legislation, labor laws, etc.). Students will study current national issues and the implications that these may have, now and in the future. 	<ul style="list-style-type: none"> Students will identify the causes and effects of a historical event. Students will use various sources to create a sequence of events in history. Students will identify significant events and documents that have contributed to the formation of the United States. Students will identify technology tools and describe how use of these items can improve job performance. Students will identify examples of negative and positive attitudes toward others. Students will identify roles of community, state and national leaders. Students will work collaboratively to complete a given task. Students will identify a compromise from an example of a conflict situation. Students will identify examples of fair and unfair treatment of others in the community, in the workplace, in school and in play situations. Students will identify and describe a state or national current event. 	<ul style="list-style-type: none"> Students will identify a particular event in history as something that happened in the past. Students will select pictures to sequence a series of events in history. Students will identify an important event in their daily life. Students will identify a technology tool that is used for a specific purpose. Students will communicate a constructive and positive comment during a group activity. Students will identify leaders in the school, community and country (principal, mayor, governor, president, etc.). Students will participate in a group activity specifically related to U.S. history. Students will make a choice that shows a positive way to get involved in a conflict situation. Students will make a choice that shows a compromise. Students will participate in a demonstration of fair treatment of others. Students will share information on a current event or activity.

Standards for World History		Grades 9–12
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
World History Studies		World History is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.
(1) History. The student understands traditional historical points of reference in world history. The student is expected to: World History.1.A Identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations.		
World History.1.B Identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions.		
World History.1.C Identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.		
World History.1.D Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation.		
World History.1.E Identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.		
World History.1.F Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.		
(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to: World History.2.A Summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations.		
World History.2.B Identify the characteristics of civilization.		
World History.2.C Explain how major river valley civilizations influenced the development of the classical civilizations.		
(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: World History.3.A Describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.		
World History.3.B Explain the impact of the fall of Rome on Western Europe.		
World History.3.C Compare the factors that led to the collapse of Rome and Han China.		
(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to: World History.4.A Explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire.		
World History.4.B Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.		
World History.4.C Explain the political, economic, and social impact of Islam on Europe, Asia, and Africa.		
World History.4.D Describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.		
World History.4.E Describe the interactions between Muslim and Hindu societies in South Asia.		



World History.4.F Explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe.	
World History.4.G Summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia.	
World History.4.H Explain the evolution and expansion of the slave trade.	
World History.4.I Analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.	
World History.4.J Summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.	
(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	
World History.5.A Explain the political, intellectual, artistic, economic, and religious impact of the Renaissance.	
World History.5.B Explain the political, intellectual, artistic, economic, and religious impact of the Reformation.	
(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	
World History.6.A Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development.	
World History.6.B Explain how the Inca and Aztec empires were impacted by European exploration/colonization.	
(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:	
World History.7.A Analyze the causes of European expansion from 1450 to 1750.	
World History.7.B Explain the impact of the Columbian Exchange.	
World History.7.C Explain the impact of the Atlantic slave trade on West Africa and the Americas.	
World History.7.D Explain the impact of the Ottoman Empire on Eastern Europe and global trade.	
World History.7.E Explain Ming China's impact on global trade.	
World History.7.F Explain new economic factors and principles of Europe's Commercial Revolution.	
(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	
World History.8.A Explain how the Industrial Revolution led to political, economic, and social changes.	
World History.8.B Identify the major political, economic, and social motivations that influenced European imperialism.	
World History.8.C Explain the major characteristics and impact of European imperialism.	
World History.8.D Explain the effects of free enterprise in the Industrial Revolution.	
(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:	
World History.9.A Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment.	
World History.9.B Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.	
World History.9.C Trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar.	
World History.9.D Identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	
(10) History. The student understands the causes and impact of World War I. The student is expected to:	
World History.10.A Identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I.	
World History.10.B Identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates.	

World History.10.C Explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system.	
World History.10.D Identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	
(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	
World History.11.A Summarize the international, political, and economic causes of the global depression.	
World History.11.B Explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	
(12) History. The student understands the causes and impact of World War II. The student is expected to:	
World History.12.A Describe the emergence and characteristics of totalitarianism.	
World History.12.B Explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II.	
World History.12.C Explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	
(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	
World History.13.A Summarize how the outcome of World War II contributed to the development of the Cold War.	
World History.13.B Summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise.	
World History.13.C Identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race.	
World History.13.D Explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union.	
World History.13.E Summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts.	
World History.13.F Discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	
(14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:	
World History.14.A Explain the impact of geopolitical influences on the development of radical Islamic terrorism.	
World History.14.B Explain the impact of radical Islamic terrorism on global events.	
World History.14.C Explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.	
(16) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	
World History.16.A Identify important changes in human life caused by the Neolithic Revolution.	
World History.16.B Summarize the role of economics in driving political changes as related to the Industrial Revolution.	
World History.16.C Describe the economic impact of globalization.	
(17) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	
World History.17.A Identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith.	
World History.17.B Identify the historical origins and characteristics of communism, including the influence of Karl Marx.	
World History.17.C Identify the historical origins and characteristics of socialism.	

World History.17.D Identify the historical origins and characteristics of fascism.	
World History.17.E Explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.	
(18) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	
World History.18.A Identify the characteristics of monarchies and theocracies as forms of government in early civilizations.	
World History.18.B Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	
(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	
World History.19.A Explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution.	
World History.19.B Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.	
World History.19.C Explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone.	
World History.19.D Explain the significance of the League of Nations and the United Nations.	
(20) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:	
World History.20.A Describe how people have participated in supporting or changing their governments.	
World History.20.B Describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.	
World History.20.C Identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	
(21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	
World History.21.A Summarize the development of the rule of law from ancient to modern times.	
World History.21.B Identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome.	
World History.21.C Identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union.	
World History.21.D Identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur.	
World History.21.E Identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square.	
World History.21.F Identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.	
(22) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	
World History.22.A Describe the historical origins and central ideas in the development of monotheism.	
World History.22.B Describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism.	
World History.22.C Identify examples of religious influence on various events referenced in the major eras of world history.	

<p>(23) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>World History.23.A Describe the changing roles of women, children, and families during major eras of world history.</p> <p>World History.23.B Describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.</p>	
<p>(24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>World History.24.A Summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India.</p> <p>World History.24.B Summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome.</p> <p>World History.24.C Explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.</p> <p>World History.24.D Explain how geopolitical and religious influences have impacted law and government in the Muslim world.</p>	
<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>World History.25.A Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.</p> <p>World History.25.B Describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>	
<p>(26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:</p> <p>World History.26.A Identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties.</p> <p>World History.26.B Summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations.</p> <p>World History.26.C Explain the impact of the printing press on the Renaissance and the Reformation in Europe.</p> <p>World History.26.D Describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide.</p> <p>World History.26.E Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</p>	
<p>(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</p> <p>World History.27.A Explain the role of textile manufacturing, steam technology, development of the factory system, and transportation technology in the Industrial Revolution.</p> <p>World History.27.B Explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.</p> <p>World History.27.C Explain the effects of major new military technologies on World War I, World War II, and the Cold War.</p> <p>World History.27.D Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.</p> <p>World History.27.E Identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p>	



(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
World History.28.A Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence.	
World History.28.B Explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events.	
World History.28.C Analyze primary and secondary sources to determine frame of reference, historical context, and point of view.	
World History.28.D Evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy.	
World History.28.E Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time.	
World History.28.F Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.	
(29) Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	
World History.29.A Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.	
World History.29.B Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
World History.30.A Use social studies terminology correctly.	
World History.30.B Use effective written communication skills, including proper citations and avoiding plagiarism.	
World History.30.C Interpret and create written, oral, and visual presentations of social studies information.	
World History.30.D Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:	
World History.31.A Explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models.	
World History.31.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

n2y Instructional Targets	n2y High School Grade Band Units	n2y Supporting Activities
World History <ul style="list-style-type: none"> Identify the cause or result of a historical event or period of time. Use multiple sources to create a sequence of events from a historical period. Identify physical and human features of societies of the past (e.g., early civilization of Egypt, India or China). Show how changes in countries have had positive or negative consequences (e.g., Ancient Greece, Rome). Describe ways technology and innovation led to global change (transportation to other countries, exploration, trade, etc.) Describe consequences of conflict and explain ways of solving disagreements (e.g., war, treaties). Evaluate current national issues and their advantages or challenges to this country. 	Unique Ancient Communities (Unit 3) From Conflict to Change (Unit 25)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the cause and result of a historical event or period of time and any effects that the event or time still has on life today. Students will use multiple sources to create a description of a historical event or period of time. Students will compare key physical and human-made features of the past with those of today. Students will explain how events in history can result in positive or negative change. Students will describe ways that technology has improved global relations. (Content connection to the Industrial Revolution.) Students will recognize examples of conflict situations and strategies to resolve disagreements through compromises (Content connection to World Wars I and II, Vietnam War, Cold War). Students will study current national issues and the implications that these may have, now and in the future. 	<ul style="list-style-type: none"> Students will identify the causes and effects of a historical event. Students will use various sources to create a sequence of events in history. Students will identify geographical and human-made features of societies of the past. Using historical events as examples, students will identify ways that people can affect change. Students will identify technology tools and describe how use of these items can improve global communication. Students will identify examples of negative and positive attitudes toward others. Students will identify and describe a state or national current event. 	<ul style="list-style-type: none"> Students will select pictures to sequence a series of events in history. Students will identify a particular event in history as something that happened in the past. Students will identify physical and human features of a past society. Students will identify something that can be changed in daily life. Students will identify a technology tool that is used for a specific purpose. Students will identify examples of agreement and disagreement. Students will share information on a current event or activity.



Standards for American Government		Grades 9–12
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
United States History Studies Since 1877	United States History Studies Since 1877	
(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to: US History.19.A Describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government.	<i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i>	
US History.19.B Evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.		
(20) Government. The student understands the impact of constitutional issues on American society. The student is expected to: US History.20.A Analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder.		
US History.20.B Explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.		
(21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. The student is expected to: US History.21.A Discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire.		
US History.21.B Describe how American values are different and unique from those of other nations.		
(22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to: US History.22.A Identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.		
US History.22.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.		
US History.22.C Explain how participation in the democratic process reflects our national identity, patriotism, and civic responsibility.		
US History.22.D Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.		
(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: US History.23.A Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton.	United States History (23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. (Supporting Standard)	



<p>US History.23.B Explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.</p>	<p>Essence Statement Recognizes the importance of effective leadership in the United States.</p>
<p>United States Government</p>	<p>United States Government</p>
<p>(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:</p> <p>Gov.1.A Explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government.</p> <p>Gov.1.B Identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals.</p> <p>Gov.1.C Identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu.</p> <p>Gov.1.D Identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government.</p> <p>Gov.1.E Analyze debates and compromises that impacted the creation of the founding documents.</p> <p>Gov.1.F Identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.</p> <p>(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:</p> <p>Gov.2.A Describe the processes used by individuals, political parties, interest groups, or the media to affect public policy.</p> <p>Gov.2.B Analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <p>(3) Geography. The student understands how geography can influence U.S. political districts and policies. The student is expected to:</p> <p>Gov.3.A Explain how population shifts affect voting patterns.</p> <p>Gov.3.B Examine political boundaries to make inferences regarding the distribution of political power.</p> <p>Gov.3.C Explain how political districts are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.</p> <p>(4) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:</p> <p>Gov.4.A Explain how government fiscal, and regulatory policies influence the economy at the local, state, and national levels.</p> <p>Gov.4.B Compare the role of government in the U.S. free enterprise system and other economic systems.</p> <p>Gov.4.C Explain how government taxation, expenditures, and regulation can influence the U.S. economy and impact private enterprise.</p>	<p><i>Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.</i></p>

<p>(5) Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to: Gov.5.A Analyze how economic and natural resources influence U.S. foreign policy.</p>	
<p>Gov.5.B Describe the roles of the executive and legislative branches in setting international trade and fiscal policies.</p>	
<p>(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</p>	
<p>Gov.6.A Explain the importance of a written constitution.</p>	
<p>Gov.6.B Explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution.</p>	
<p>Gov.6.C Analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government.</p>	
<p>Gov.6.D Evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p>	
<p>Gov.6.E Describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government.</p>	
<p>Gov.6.F Identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.</p>	
<p>(7) Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:</p>	
<p>Gov.7.A Analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws.</p>	
<p>Gov.7.B Analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments.</p>	
<p>Gov.7.C Analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review.</p>	
<p>Gov.7.D Identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC).</p>	
<p>Gov.7.E Explain how provisions of the U.S. Constitution provide for checks and balances among the three branches of government.</p>	
<p>Gov.7.F Analyze selected issues raised by judicial activism and judicial restraint.</p>	
<p>Gov.7.G Explain the major responsibilities of the federal government for domestic and foreign policy such as national defense.</p>	
<p>Gov.7.H Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.</p>	
<p>(8) Government. The student understands the concept of federalism. The student is expected to:</p>	
<p>Gov.8.A Explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system.</p>	
<p>Gov.8.B Categorize government powers as national, state, or shared.</p>	
<p>Gov.8.C Analyze historical and contemporary conflicts over the respective roles of national and state governments.</p>	
<p>Gov.8.D Explain how the U.S. Constitution limits the power of national and state governments.</p>	
<p>(9) Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:</p>	
<p>Gov.9.A Identify different methods of filling public offices, including elected and appointed offices at the local, state, and national levels.</p>	

Gov.9.B Explain the process of electing the president of the United States and analyze the Electoral College.	
Gov.9.C Analyze the impact of the passage of the 17th Amendment.	
(10) Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:	
Gov.10.A Analyze the functions of political parties and their role in the electoral process at local, state, and national levels.	
Gov.10.B Explain the two-party system and evaluate the role of third parties in the United States.	
(11) Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:	
Gov.11.A Compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics.	
Gov.11.B Analyze advantages and disadvantages of presidential and parliamentary systems of government.	
(12) Citizenship. The student understands the rights that are protected and secured by the U.S. Constitution and Bill of Rights. The student is expected to:	
Gov.12.A Explain the roles of limited government and the rule of law in the protection of individual rights.	
Gov.12.B Identify and define the unalienable rights.	
Gov.12.C Identify the freedoms and rights protected and secured by each amendment in the Bill of Rights.	
Gov.12.D Analyze the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state.	
Gov.12.E Analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade.	
Gov.12.F Explain the importance of due process rights to the protection of individual rights and in limiting the powers of government.	
Gov.12.G Recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.	
(13) Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:	
Gov.13.A Describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good.	
Gov.13.B Explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good.	
Gov.13.C Describe the voter registration process and the criteria for voting in elections.	
(14) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:	
Gov.14.A Analyze the effectiveness of various methods of participation in the political process at local, state, and national levels.	
Gov.14.B Analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity.	
Gov.14.C Describe the factors that influence an individual's political attitudes and actions.	
(15) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	
Gov.15.A Analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues.	
Gov.15.B Analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	



<p>(16) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to: Gov.16.A Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group, including the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger.</p>	
<p>Gov.16.B Explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.</p>	
<p>(17) Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to: Gov.17.A Explain how U.S. constitutional protections such as patents have fostered competition and entrepreneurship.</p>	
<p>Gov.17.B Identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.</p>	
<p>(18) Science, technology, and society. The student understands the impact of advances in science and technology on government. The student is expected to: Gov.18.A Describe the potential impact of recent scientific discoveries and technological innovations on government policy.</p>	
<p>Gov.18.B Evaluate the impact of the Internet and other electronic information on the political process.</p>	
<p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: Gov.19.A 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.</p>	
<p>Gov.19.B Create a product on a contemporary government issue or topic using critical methods of inquiry.</p>	
<p>Gov.19.C Analyze and defend a point of view on a current political issue.</p>	
<p>Gov.19.D analyze and evaluate a variety of historical and contemporary sources for validity of information, arguments, counterarguments, credibility, accuracy, bias, propaganda, point of view, and frame of reference.</p>	
<p>Gov.19.E Evaluate government data using charts, tables, graphs, and maps.</p>	
<p>Gov.19.F Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.</p>	
<p>(20) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: Gov.20.A Use social studies terminology correctly.</p>	
<p>Gov.20.B Create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.</p>	
<p>Gov.20.C Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.</p>	
<p>(21) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: Gov.21.A Explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models</p>	
<p>Gov.21.B Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	



n2y Instructional Targets	n2y High School Grade Band Units	n2y Supporting Activities
American Government <ul style="list-style-type: none">● Identify key responsibilities of government (e.g., make laws, protect rights).● Identify the importance of laws.● Working with a group, identify a problem and create a plan to make an effective change.● Identify the three branches of the U.S. government and explain the function of each.● Identify key principles of the Constitution that define the structure of the government.● Identify public agencies or public policies and explain how they benefit citizens.● Identify the basic structure of state or local government and how these structures work with that of the federal government.● Identify different forms of governments.● Identify rights of citizens provided through key amendments to the Constitution.● Identify local issues and participate in the community to maintain or improve conditions.● Use information sources to investigate a current issue.● Analyze a conflict scenario and identify ways to resolve differences.	Unique Living With Rules and Laws (Unit 1) Leaders in Our Lives (Unit 11) It's My Right! (Unit 21)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will describe the major responsibilities of government. Students will identify and explain the importance of various laws. Students will work collaboratively to identify a problem and develop a plan to make a change. Students will describe the major structure and responsibilities of the three branches of the United States government. Students will recognize the process of voting to elect leaders as a foundation of democratic government. Students will study and describe public agencies and the benefits they have for citizens. Students will recognize basic structure and responsibilities of the federal, state and local government. Students will describe the difference between the United States and other national governments. Students will describe basic citizenship rights and responsibilities as defined in the Constitution (e.g., Bill of Rights). Students will identify and participate in civic activities to improve quality of life in the community. Students will use informational materials to study and report on a current community, state or national issue and the implications it could have for daily life. Students will recognize examples of conflict situations and strategies to resolve disagreements through compromise. 	<ul style="list-style-type: none"> Students will identify major responsibilities of government. Students will identify a law or rule. Students will work collaboratively to complete a task that will make a change. Students will identify the branches of the United States government and the members who make up each branch. Students will recognize the process of voting for leaders. Students will explore services provided by local public agencies. Students will identify the leaders of the community, state and nation (e.g., mayor, governor, president). Students will match forms of government to their common leader (e.g., monarchies to King or Queen, democracy to president). Students will identify basic human and civil rights and recognize the responsibilities of U.S. citizens. Students will participate in a civic activity to help the community. Students will describe a current local, community, state or national issue. Students will identify a compromise from an example of a conflict situation. 	<ul style="list-style-type: none"> Students will identify a government responsibility relevant to their personal experience or daily life. Students will make a selection in order to follow a law or rule. Students will work in a group to complete a task that will make a change. Students will identify basic features of the United States government (elected leaders through a voting process, etc.). Students will make a selection through a voting process. Students will identify a public agency that offers services (post office, police and fire departments, etc.). Students will identify persons in authority in the school or community. Students will choose a national government leader. Students will make choices in daily living, demonstrating individual rights. Students will participate in a supported volunteer activity. Students will share information on a current event or issue. Students will make a choice that shows a compromise.

Standards for World Geography		Grades 9–12
Texas Essential Knowledge and Skills for Social Studies (TEKS)	STAAR Alternate 2 Social Studies Essence Statements	
United States History Studies Since 1877	United States History Studies Since 1877	
(12) Geography. The student understands the impact of geographic factors on major events. US History.12 The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina.	United States History (12) Geography. The student understands the impact of geographic factors on major events. (Readiness Standard) Essence Statement Recognizes the impact of geographic factors on major events.	
(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to: US History.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.	United States History (13) Geography. The student understands the causes and effects of migration and immigration on American society. (Readiness Standard) Essence Statement Recognizes the causes and effects of migration and immigration on American society.	
US History.13.B Analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.		
(14) Geography. The student understands the relationship between population growth and the physical environment. The student is expected to: US History.14.A Identify the effects of population growth and distribution on the physical environment.	United States History (14) Geography. The student understands the relationship between population growth and the physical environment. (Readiness and Supporting Standard) Essence Statement Recognizes the effects of population growth on the physical environment.	
US History.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.		
World History Studies	Not addressed in the STAAR Alternate 2 Social Studies Essence Statements.	
(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: World History.15.A Locate places and regions of historical significance directly related to major eras and turning points in world history.		
World History.15.B Analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.		
World History.15.C Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.		
World Geography		
(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to: Geo.1.A Analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today.		
Geo.1.B Trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.		
(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to: Geo.2.A Describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions.		
Geo.2.B Explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders.		
(3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to: Geo.3.A Explain weather conditions and climate in relation to annual changes in Earth-Sun relationships.		

Geo.3.B Describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes.	
Geo.3.C Describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.	
(4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:	
Geo.4.A Explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions.	
Geo.4.B Describe different landforms such as plains, mountains, and islands and the physical processes that cause their development.	
Geo.4.C Explain the influence of climate on the distribution of biomes in different regions.	
(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:	
Geo.5.A Analyze how the character of a place is related to its political, economic, social, and cultural elements.	
Geo.5.B Interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.	
(6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:	
Geo.6.A Locate and describe human and physical features that influence the size and distribution of settlements.	
Geo.6.B Explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.	
(7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:	
Geo.7.A Analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends.	
Geo.7.B Explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration.	
Geo.7.C Describe trends in world population growth and distribution.	
Geo.7.D Analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.	
(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:	
Geo.8.A Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology.	
Geo.8.B Analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment.	
Geo.8.C Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.	
(9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:	
Geo.9.A Identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region.	
Geo.9.B Describe different types of regions, including formal, functional, and perceptual regions.	



<p>(10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to: Geo.10.A Describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems.</p>	
<p>Geo.10.B Classify countries along the economic spectrum between free enterprise and communism.</p>	
<p>Geo.10.C Compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries.</p>	
<p>Geo.10.D Compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.</p>	
<p>(11) Economics. The student understands how geography influences economic activities. The student is expected to: Geo.11.A Understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary).</p>	
<p>Geo.11.B Identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries.</p>	
<p>Geo.11.C Assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</p>	
<p>(12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to: Geo.12.A Analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people.</p>	
<p>Geo.12.B Evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</p>	
<p>(13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to: Geo.13.A Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.</p>	
<p>Geo.13.B Compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.</p>	
<p>(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to: Geo.14.A Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.</p>	
<p>Geo.14.B Compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries.</p>	
<p>Geo.14.C Analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).</p>	
<p>(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to: Geo.15.A Identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels.</p>	
<p>Geo.15.B Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</p>	



<p>(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to: Geo.16.A Describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion.</p>	
<p>Geo.16.B Describe elements of culture, including language, religion, beliefs, institutions, and technologies.</p>	
<p>Geo.16.C Describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.</p>	
<p>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to: Geo.17.A Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</p>	
<p>Geo.17.B Describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism.</p>	
<p>Geo.17.C Compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities.</p>	
<p>Geo.17.D Evaluate the experiences and contributions of diverse groups to multicultural societies.</p>	
<p>(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to: Geo.18.A Analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.</p>	
<p>Geo.18.B Assess causes and effects of conflicts between groups of people, including modern genocides and terrorism.</p>	
<p>Geo.18.C Identify examples of cultures that maintain traditional ways, including traditional economies.</p>	
<p>Geo.18.D Evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.</p>	
<p>(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to: Geo.19.A Evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment.</p>	
<p>Geo.19.B Analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places.</p>	
<p>Geo.19.C Analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p>	
<p>(20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to: Geo.20.A Describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS).</p>	
<p>Geo.20.B Examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p>	
<p>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: Geo.21.A Analyze and evaluate a variety of sources of geographic information such as primary and secondary sources, aerial photographs, and maps for validity, utility, credibility, bias, and accuracy.</p>	
<p>Geo.21.B Identify places of contemporary geopolitical significance on a map.</p>	



Geo.21.C Create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.	
Geo.21.D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time.	
Geo.21.E Identify different points of view about an issue or current topic.	
Geo.21.F Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.	
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
Geo.22.A Create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships.	
Geo.22.B Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.	
Geo.22.C Use social studies terminology correctly.	
Geo.22.D Create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.	
Geo.22.E Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.	
(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:	
Geo.23.A Explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models.	
Geo.23.B Plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results.	
Geo.23.C Use case studies and GIS to identify contemporary challenges and to answer real-world questions.	
Geo.23.D Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

n2y Instructional Targets	n2y High School Grade Band Units	n2y Supporting Activities
World Geography <ul style="list-style-type: none"> ● Use globes, maps and Internet resources to locate various places and to gain information about those places. ● Describe advantages and disadvantages of human activity that bring change to the environment (e.g., building or repairing infrastructure may benefit people but destroy animal habitat). ● Identify renewable and nonrenewable resources and their uses. ● Explain why communities change as a result of increasing or decreasing population (e.g., housing and other needs increase when people move into an area for employment). ● Trace commonly used goods made in different parts of the world to understand worldwide trade. ● Identify and compare common characteristics and features of specific regions. ● Describe past and present features of a city or region, using population, jobs, culture and transportation as the basis for a comparison. ● Describe ways that technological advances bring people together from around the world (Internet, air transportation, etc.). 	Unique Changes All Around Us (Unit 8) Where Does It Come From? (Unit 13) Where in the World? (Unit 26)	Unique n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection News2you Current Events Newspaper: Place in the News Extension Activity Breaking News: World News Activities: Geography Core Worksheets: United States Core Worksheets: United States and Canada Core Worksheets: Canada Core Worksheets: World and Oceans Joey's Locker: Cartoon
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> ● Students will use the appropriate map, globe or other geographic representation, including Internet resources, to find various locations and information within the United States, North America and the world. ● Students will identify and describe positive and negative consequences that occur when people make changes to the environment. ● Students will identify ways in which people use renewable and nonrenewable resources. ● Students will describe how a community changes when large numbers of people move in or out. ● Students will distinguish items made or grown in the United States from those made or grown in other countries; students will locate these other countries on a globe or map. ● Students will describe geographical and human-made characteristics of an identified region within the world (land and water forms, population, transportation, etc.). ● Students will compare past and present characteristics of a region or city, indicating changes over time. 	<ul style="list-style-type: none"> ● Students will use a map to locate specific places, including cities, states, and land and water forms. ● Students will identify areas of the community where the environment has changed because of changes made by people. ● Students will distinguish between renewable and nonrenewable resources. ● Students will identify local or state communities by size (small town, large city, etc.). ● Students will sort items according to where the items are made or grown, whether in the United States or another country. ● Students will identify physical characteristics of an identified region (land, water, climate, etc.). ● Students will identify basic characteristics of the local community (areas of work, homes, stores, recreation, etc.). ● Students will determine the best mode of transportation to use when traveling to a nearby location or one that is far away. 	<ul style="list-style-type: none"> ● Students will select a picture or symbol to represent a location or information on a map. ● Students will identify a new location, building or park area in the local community. ● Students will identify a product made from a renewable or nonrenewable resource. ● Students will identify the town or city in which they live. ● Students will identify an object that was made in the United States. ● Students will identify basic geographical features of land and water. ● Students will identify basic human-made features of a community (stores, parks, schools, etc.). ● Students will identify forms of transportation.



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| <ul style="list-style-type: none">• Students will identify and describe technological advances that bring people together around the world (transportation systems, Internet, etc.). | | |
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Standards for Economics and Financial Literacy		Grades 9–12
Texas Essential Knowledge and Skills for Social Studies (TEKS)		STAAR Alternate 2 Social Studies Essence Statements
<p>(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to: Economics.1.A Explain why scarcity and choice are basic economic problems faced by every society. Economics.1.B Describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce. Economics.1.C Describe the economic factors of production: land, labor, capital, and entrepreneurship. Economics.1.D Interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.</p> <p>(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to: Economics.2.A Understand the effect of changes in price on the quantity demanded and quantity supplied. Economics.2.B Identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price. Economics.2.C Interpret a supply-and-demand graph using supply-and-demand schedules.</p> <p>(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to: Economics.3.A Apply the concepts of absolute and comparative advantages. Economics.3.B Compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade. Economics.3.C Analyze the effects of changes in exchange rates on imports and exports.</p> <p>(4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to: Economics.4.A Explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government. Economics.4.B Contrast current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems. Economics.4.C Analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.</p> <p>(5) Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system. The student is expected to: Economics.5.A Explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth. Economics.5.B Analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.</p> <p>(6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to: Economics.6.A Analyze the costs and benefits of the purchase, use, or disposal of personal and business property. Economics.6.B Identify and evaluate examples of restrictions that the government places on the use of business and individual property.</p> <p>(7) Economics. The student understands the circular-flow model of the economy. The student is expected to: Economics.7.A Interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model. Economics.7.B Explain how government actions affect the circular-flow model.</p>		<p><i>Economics is not addressed in the STAAR Alternate 2 Essence Statements for this grade band, however, ULS provides these instructional targets for practice.</i></p>



<p>(8) Economics. The student understands types of market structures. The student is expected to: Economics.8.A Describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly. Economics.8.B Identify regulations that apply to the establishment and operation of various types of market structures.</p>	
<p>(9) Economics. The student understands key economic measurements. The student is expected to: Economics.9.A Interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation. Economics.9.B Analyze business cycles using key economic indicators.</p>	
<p>(10) Economics. The student understands key components of economic growth. The student is expected to: Economics.10.A Analyze how productivity relates to growth. Economics.10.B Analyze how technology relates to growth. Economics.10.C Analyze how trade relates to growth.</p>	
<p>(11) Economics. The student understands the role of money in an economy. The student is expected to: Economics.11.A Describe the functions of money. Economics.11.B Describe the characteristics of money, including commodity money, fiat money, and representative money. Economics.11.C Analyze the positive and negative aspects of barter, currency, and debit cards.</p>	
<p>(12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to: Economics.12.A Explain the structure of the Federal Reserve System. Economics.12.B Analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations. Economics.12.C Explain how the actions of the Federal Reserve System affect the nation's money supply. Economics.12.D Describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.</p>	
<p>(13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to: Economics.13.A Describe the role of government in the U.S. free enterprise system and the changes in that role over time. Economics.13.B Analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.</p>	
<p>(14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to: Economics.14.A Identify types of taxes at the local, state, and national levels and the economic importance of each. Economics.14.B Explain the categories of revenues and expenditures in the U.S. federal budget. Economics.14.C Analyze the impact of fiscal policy decisions on the economy.</p>	
<p>(15) Personal financial literacy. The student understands types of business ownership. The student is expected to: Personal.Financial.Literacy.15.A Explain the characteristics of sole proprietorships, partnerships, and corporations. Personal.Financial.Literacy.15.B Analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.</p>	
<p>(16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to: Personal.Financial.Literacy.16.A Explain the functions of financial institutions and how they affect households and businesses.</p>	



Personal.Financial.Literacy.16.B Explain how the amount of savings in an economy is the basis of capital formation.	
Personal.Financial.Literacy.16.C Analyze the role of interest and risk in allocating savings to its most productive use.	
Personal.Financial.Literacy.16.D Examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.	
(17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	
Personal.Financial.Literacy.17.A Assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan.	
Personal.Financial.Literacy.17.B Explain how to begin a savings program.	
Personal.Financial.Literacy.17.C Demonstrate how to maintain a checking account, including reconciling a bank statement.	
Personal.Financial.Literacy.17.D Identify the types of loans available to consumers.	
Personal.Financial.Literacy.17.E Explain the responsibilities and obligations of borrowing money.	
Personal.Financial.Literacy.17.F Develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.	
(18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	
Personal.Financial.Literacy.18.A Examine ways to avoid and eliminate credit card debt.	
Personal.Financial.Literacy.18.B Evaluate the costs and benefits of declaring personal bankruptcy.	
Personal.Financial.Literacy.18.C Evaluate the costs and benefits of buying insurance.	
Personal.Financial.Literacy.18.D Evaluate the costs and benefits of charitable giving.	
(19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	
Personal.Financial.Literacy.19.A Evaluate the costs and benefits of renting a home versus buying a home.	
Personal.Financial.Literacy.19.B Assess the financial aspects of making the transition from renting to home ownership.	
(20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	
Personal.Financial.Literacy.20.A Understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education.	
Personal.Financial.Literacy.20.B Research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations.	
Personal.Financial.Literacy.20.C Analyze and compare student grant options.	
Personal.Financial.Literacy.20.D Analyze and compare student loan options, including private and federal loans.	
Personal.Financial.Literacy.20.E Research and evaluate various work-study program opportunities.	
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	
Economics.21.A Analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	
Economics.21.B Create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues.	
Economics.21.C Explain a point of view on an economic issue.	



Economics.21.D Analyze and evaluate a variety of economic information from primary and secondary sources for validity, credibility, accuracy, bias, propaganda, point of view, and frame of reference.		
Economics.21.E Evaluate economic data using charts, tables, graphs, and maps.		
Economics.21.F Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning for an intended audience and purpose.		
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		
Economics.22.A Use social studies terminology correctly.		
Economics.22.B Create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.		
Economics.22.C Apply foundational language skills to engage in civil discourse about economics topics, including those with multiple perspectives.		
n2y Instructional Targets	n2y High School Grade Band Units	n2y Supporting Activities
<i>Economics and Financial Literacy</i> <ul style="list-style-type: none"> Evaluate positive and negative consequences of a financial decision. 	Unique	Unique

<ul style="list-style-type: none"> • Compare prices of similar items and determine which is the best buy. • Explain that goods and services are produced on the basis of people's wants and needs. • Recognize that prices are determined by supply and demand. • Identify ways in which taxes generate money for federal and local government programs. • Identify goods and services made in the United States and those obtained from other countries. • Recognize that income is based on work skills, attitudes and job opportunities. • Recognize that personal earnings include deductions for taxes and benefits. • Create a simple, personal financial plan that includes short- and long-term goals. • Create a simple budget that includes income and expenses. • Identify advantages and disadvantages of ways to make purchases, including cash, credit and loans. • Identify reasons and ways to save money. • Identify reasons and ways to borrow money. • Identify differences between credit and debit cards. • Identify basic types of insurance (health, car, property, life, etc.) and the benefits of each. 	<p>But I Want It! (Unit 18) All in a Day's Work (Unit 28)</p>	<p>n2y Library/Social Studies Books ULS Science and Social Studies Courses Standards Connection</p>
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n2y Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Students will evaluate good and poor financial decisions that are based on short- and long-term needs and wants, as well as on potential income. Students will identify and compare prices in stores and businesses where similar products or services are provided. Students will describe how demand influences production of goods and services. Students will recognize and calculate price reductions that occur when items are sold at a given percentage off. Students will identify various taxes that generate money for government services (income tax, sales tax, etc.). Students will distinguish items made or grown in the United States from those made in other countries. Students will recognize that the amount of money a worker earns will vary, depending on a worker's specialized skills and experience. Students will explain why certain amounts of money will be deducted from a paycheck for taxes and certain benefits. Students will develop personal short- and long-term financial goals. Students will create a budget that includes money earned and projected expenses to reach short- and long-term goals. Students will describe advantages and disadvantages of making a purchase with cash, debit card or credit card. Students will describe reasons and ways to save money. Students will describe reasons and ways to borrow money. Students will describe the difference between a credit and debit card. Students will describe basic types of insurance: health, car, homeowners' or renters', life. 	<ul style="list-style-type: none"> Students will identify the positive and negative consequences of making a purchase of something needed or wanted. When making a purchase, students will compare prices and determine which is best on the basis of the amount of money available. Students will identify goods and services currently in demand. Students will identify products that are reduced in price because of a sale. Students will identify sales tax as an additional amount that must be paid when making a purchase. Students will identify items made or grown in the United States. Students will explain that income is money earned by working a job. Students will examine a paycheck and identify the amount of money earned. Students will identify a short-term financial goal. Students will create a simple budget that includes income and expenses. Students will identify ways to make a purchase (cash, check, debit card, credit card). Students will identify ways to save money (piggy bank, banking institution, etc.). Students will identify responsible reasons to borrow money. Students will match payment sources to funds affected. (debit card to checking account, credit card to future earnings, etc.) Students will match types of insurance to benefits: car insurance to cover an accident, health insurance to cover a visit to the doctor. 	<ul style="list-style-type: none"> Students will make an informed decision on the purchase of a want or need. Students will compare two prices and determine which is lower. Students will identify a preferred good or service. Students will identify the price of an item. Students will make a purchase, including sales tax. Students will identify a product made or grown in the local community. Students will indicate that money is earned by working a job. Students will earn money or a reward by participating in a supported job. Students will choose a good or service they would like to obtain. Students will identify money as being earned or spent. Students will exchange money for a purchased item. Students will save money or rewards to purchase a good or service they want. Students will ask to borrow something from another person. Students will participate in scenarios involving various methods of payment. Students will identify a health insurance card as a way to pay for health care.