**Student Learning Report – Social Studies**

**Description:** This report provides data for each TEKS Cluster with aligned Student Expectations (SEs) and subclusters. Student Learning Reports help identify specific parts of the curriculum where students (and/or teachers) may need support and enhances data analysis for instructional planning.

**TEKS Cluster:**
- Primary and connected Knowledge & Skills noted
- Includes aggregate data for aligned Student Expectations
- Checkpoint data also reflected on Leadership Report Card

**Checkpoints:**
- One or more assessments may be selected for each Checkpoint

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**Process (Tools to Know) Analysis:**
- Helps with determining students' ability to access content or get started
- SEs included in Tools to Know listed on Process Standards Student Learning Report

**Content:**
- Subclusters (gray) – mini-bundles by concept/topic; data includes aggregate of associated SEs.
- Aggregate data for each subcluster only includes SEs listed with text. Spiral Standards listed in italics for planning only.

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**Student Learning Report: U.S. History**

**Roaring Twenties**

US.6 History. The student understands significant events, social issues, and individuals of the 1920s.

Connected Knowledge and Skills US.15, US.16, US.19, US.25, US.27

**Process (Tools to Know)**

<table>
<thead>
<tr>
<th>Unit</th>
<th>CHECKPOINT 1</th>
<th>CHECKPOINT 2</th>
<th>CHECKPOINT 3</th>
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**Process (Tools to Know)**

US.29(A) use a variety of primary and secondary sources to acquire and analyze information

Other Tested SEs: US.29(D), US.30(B)

Other Non-Tested SEs: US.29(C), US.29(D)

**Content:**

**Economic and Technological Change**

- US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing...

**Spiral Standards:** US.27(D), US.27(A), US.18(A)

- US.6(B) analyze the impact of significant individuals such as ... Henry Ford, Glenn Curtiss, ... and Charles A. Lindbergh

- US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's return to normalcy, reduced taxes, and increased production efficiencies

**Traditionalism v. Modernism**

- US.6(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism,ugenics, race relations, nativism, ... Prohibition and the changing role of the woman

- US.25(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as ... the Harlem Renaissance, ... on American society Spiral Standard

**Spiral Standards:** US.19(A), US.24(C)

- US.8(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, ... Marcus Garvey, ...

- US.15(C) explain how foreign policies affected economic issues such as ... immigration quotas

- US.19(C) describe the effects of political scandals, including 'Teapot Dome', ... on the views of U.S. citizens concerning trust in the federal government and its leaders

**Process (Tools to Know)**

US.28(B) analyze information in a variety of ways

US.28(H) organize and interpret information from a variety of sources

Other Tested SEs: US.29(E), US.31(B)

Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.31(D), US.32(B)

**Ways to Show (Process Standards) Analysis:**
- Helps with determining students’ ability to demonstrate, communicate, and apply concepts and content
- SEs included in Ways to Show listed on Process Standards Student Learning Report

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**Tools to Know (Process Standards) Analysis:**
- Helps with determining students’ ability to access content or get started
- SEs included in Tools to Know listed on Process Standards Student Learning Report

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