Teacher Learning Report – Social Studies

Description: This report provides data for each TEKS Cluster with aligned Student Expectations (SEs) and subclusters. Teacher 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:
- Checkpoint data from Leadership Report Card
- Includes aggregate data for all aligned Student Expectations
- Primary and connected Knowledge & Skills noted

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

### Tools to Know (Process Standards) Analysis:
- SEs included in Tools to Know listed on Process Standards Teacher Learning Report
- Tools to Know data shown on Leadership Report Card is duplicated across all Teacher Learning Reports

### Ways to Show (Process Standards) Analysis:
- SEs included in Ways to Show listed on Process Standards Teacher Learning Report
- Ways to Show data shown on Leadership Report Card is duplicated across all Teacher Learning Reports

### 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.

---

#### 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.24, US.26**

<table>
<thead>
<tr>
<th>Process (Tools to Know)</th>
<th>Unit</th>
<th>CHECKPOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>US.28(A) analyze primary and secondary sources to acquire information to answer historical questions</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>US.24(C) apply the process of historical inquiry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>US.29(B) use social studies terminology correctly</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Unit</th>
<th>CHECKPOINT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economic and Technological Change</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **US.20(C)** describe the effect of technological innovations in the workplace such as assembly line manufacturing...
- **Spiral Standards:** US.2(A), US.26(A), US.27(A)

- **US.6(B)** analyze the impact of significant individuals such as ... Henry Ford, ... 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

<table>
<thead>
<tr>
<th>Traditionalism v. Modernism</th>
<th>Unit</th>
<th>CHECKPOINT</th>
</tr>
</thead>
</table>

- **US.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

- **US.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.24(B)** describe the impacts of cultural movements in art, music, and literature such as ... the Harlem Renaissance, ... on American society

- **Spiral Standards:** US.2(A), US.12(A), US.25(A)

- **US.6(B)** analyze the impact of significant individuals such as ... Marcus Garvey...

- **US.18(C)** explain how foreign policies affected economic issues such as ... immigration quotas

- **US.18(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

- **Spiral Standards:** US.20(B), US.24(A)

<table>
<thead>
<tr>
<th>Process (Ways to Show)</th>
<th>Unit</th>
<th>CHECKPOINT</th>
</tr>
</thead>
</table>

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

- **Spiral Standards:** US.28(A), US.39(A), US.30(B), US.31(A)