



Grade 8 Social Studies Assessment

Eligible Texas Essential Knowledge and Skills

The following revisions to the STAAR Assessed Curriculum were made to support the annual assessment of all readiness standards through the Student Success Tool (SST). Texas educator committees reviewed and provided feedback on the proposed revisions.

All standards affected by these revisions will continue to be assessed. However, standards designated as supporting standards will not be assessed annually. These revisions are scheduled to take effect with the implementation of the SST in Fall 2027.

Strand	Standard	Change
1. History	8.1A	Changed from Readiness to Supporting
	8.3A	Changed from Readiness to Supporting
	8.4D	Changed from Readiness to Supporting
	8.5D	Changed from Readiness to Supporting
	8.6A	Changed from Readiness to Supporting
	8.6C	Changed from Readiness to Supporting
	8.7C	Changed from Readiness to Supporting
	8.7D	Changed from Readiness to Supporting
2. Geography and Culture	8.10B	Changed from Readiness to Supporting
	8.25C	Changed from Readiness to Supporting
3. Government and Citizenship	8.16A	Changed from Readiness to Supporting
	8.17B	Changed from Readiness to Supporting
	8.19A	Changed from Readiness to Supporting

SST Grade 8 Social Studies Assessment

Strand 1: History

The student will demonstrate an understanding of issues and events in U.S. history.

- (1) **History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to
 - (A) identify the major eras 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; and **Supporting Standard**
 - (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. **Supporting Standard**
- (2) **History.** The student understands the causes of exploration and colonization eras. The student is expected to
 - (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and **Readiness Standard**
 - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. **Supporting Standard**
- (3) **History.** The student understands the foundations of representative government in the United States. The student is expected to
 - (A) explain the reasons for the growth of representative government and institutions during the colonial period; **Supporting Standard**
 - (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and **Supporting Standard**
 - (C) describe how religion and virtue contributed to the growth of representative government in the American colonies. **Supporting Standard**

- (4) **History.** The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to
- (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; **Readiness Standard**
 - (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; **Supporting Standard**
 - (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; and **Readiness Standard**
 - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. **Supporting Standard**
- (5) **History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to
- (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system; **Readiness Standard**
 - (B) explain the effects of the Fugitive Slave Act of 1793; **Supporting Standard**
 - (C) summarize arguments regarding protective tariffs, taxation, and the banking system; **Supporting Standard**
 - (D) explain the origin and development of American political parties; **Supporting Standard**
 - (E) explain the causes, important events, and effects of the War of 1812; **Supporting Standard**

- (F) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; **Readiness Standard**
 - (G) explain the impact of the election of Andrew Jackson, including expanded suffrage; and **Supporting Standard**
 - (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. **Supporting Standard**
- (6) **History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; **Supporting Standard**
 - (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and **Readiness Standard**
 - (C) explain the causes and effects of the U.S.–Mexican War and their impact on the United States. **Supporting Standard**
- (7) **History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War; **Supporting Standard**
 - (B) compare the effects of political, economic, and social factors on slaves and free blacks; **Supporting Standard**
 - (C) analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists; **Supporting Standard**
 - (D) analyze the impact of slavery on different sections of the United States; and **Supporting Standard**
 - (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. **Supporting Standard**

- (8) **History.** The student understands individuals, issues, and events of the Civil War. The student is expected to
- (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; **Supporting Standard**
 - (B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War; **Readiness Standard**
 - (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; and **Readiness Standard**
 - (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. **Supporting Standard**
- (9) **History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; **Supporting Standard**
 - (B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and **Supporting Standard**
 - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. **Readiness Standard**

Strand 2: Geography and Culture

The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.

- (10) **Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to
- (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;
Supporting Standard
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and **Supporting Standard**
 - (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. **Readiness Standard**
- (11) **Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States; and **Readiness Standard**
 - (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
Supporting Standard
- (23) **Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to
- (A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
Readiness Standard
 - (B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;
Supporting Standard
 - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed; **Supporting Standard**

- (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and **Supporting Standard**
 - (E) identify the political, social, and economic contributions of women to American society. **Supporting Standard**
- (24) **Culture.** The student understands the major reform movements of the 19th century. The student is expected to
- (A) describe and evaluate the historical development of the abolition movement, including activities that focused attention on the moral ills of slavery; **Readiness Standard**
 - (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. **Readiness Standard**
- (25) **Culture.** The student understands the impact of religion on the American way of life. The student is expected to
- (A) trace the development of religious freedom in the United States; **Supporting Standard**
 - (B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and **Supporting Standard**
 - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. **Supporting Standard**
- (26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to
- (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; and **Supporting Standard**
 - (B) analyze the relationship between the arts and continuity and change in the American way of life. **Supporting Standard**

Strand 3:

Government and Citizenship

The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.

- (15) **Government.** The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government; **Readiness Standard**
 - (B) summarize the strengths and weaknesses of the Articles of Confederation; **Supporting Standard**
 - (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; **Readiness Standard**
 - (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; and **Readiness Standard**
 - (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. **Supporting Standard**
- (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
- (A) summarize the purposes for amending the U.S. Constitution; and **Supporting Standard**
 - (B) describe the impact of the 13th, 14th, and 15th amendments. **Readiness Standard**

- (17) **Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason, and explain how their debates exemplify civil discourse;
Readiness Standard
 - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. **Supporting Standard**
- (18) **Government.** The student understands the impact of landmark Supreme Court cases. The student is expected to
- (A) identify the origin of judicial review; **Supporting Standard**
 - (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *Gibbons v. Ogden*; and **Supporting Standard**
 - (C) evaluate the impact of the landmark Supreme Court decision *Dred Scott v. Sandford* on life in the United States. **Supporting Standard**
- (19) **Citizenship.** The student understands the rights and responsibilities of citizens of the United States. The student is expected to
- (A) define and give examples of unalienable rights; **Supporting Standard**
 - (B) summarize rights guaranteed in the Bill of Rights; and
Readiness Standard
 - (C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.
Supporting Standard
- (20) **Citizenship.** The student understands the importance of voluntary individual participation in the democratic process. The student is expected to
- (A) evaluate the contributions of the Founding Fathers as models of civic virtue; and **Supporting Standard**
 - (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. **Supporting Standard**

- (21) **Citizenship.** The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to
- (A) identify different points of view of political parties and interest groups on important historical issues; **Supporting Standard**
 - (B) describe the importance of free speech and press in a constitutional republic; and **Supporting Standard**
 - (C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas–Nebraska Act. **Supporting Standard**
- (22) **Citizenship.** The student understands the importance of effective leadership in a constitutional republic. The student is expected to
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and **Supporting Standard**
 - (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.
Supporting Standard

Strand 4:

Economics, Science, Technology, and Society

The student will demonstrate an understanding of economic and technological influences on historical issues and events.

- (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
- (A) identify economic differences among different regions of the United States; **Supporting Standard**
 - (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and **Readiness Standard**
 - (C) analyze the causes and effects of economic differences among different regions of the United States at selected times. **Readiness Standard**
- (13) **Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to
- (A) analyze the economic effects of the War of 1812; and **Supporting Standard**
 - (B) identify the economic factors that brought about rapid industrialization and urbanization. **Readiness Standard**
- (14) **Economics.** The student understands the origins and development of the free enterprise system in the United States. The student is expected to
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation, taxation, and property rights; and **Supporting Standard**
 - (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877. **Supporting Standard**
- (27) **Science, technology, and society.** The student understands the impact of science and technology on the economic development of the United States. The student is expected to
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts; **Readiness Standard**

(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and ***Supporting Standard***

(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad. ***Supporting Standard***

(28) **Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to

(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and ***Supporting Standard***

(B) identify examples of how industrialization changed life in the United States. ***Supporting Standard***