

**United States History 2011 TEKS Alignment**

TEKS Alignment

Knowledge & Skills	Student Expectation	Bloom's Level		TEKS Alignment Evidence	Recommendations
		Guideline	Observed		
(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	(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, and identify the full text of the first three paragraphs of the Declaration of Independence;	Evaluate	Evaluate	Observed  Where: Unit 1 "Settling the Americas" Section 6 "The American Revolution" and Unit 2 "The Growing Nation" Section 2 "Forming the New Republic"	
	(B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and	Evaluate	Evaluate	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration" Assignment: Discussion - Anti-Immigrant Sentiment	
	(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.	Understand	Understand	Observed  Where: Unit 2 "The Growing Nation" Section 2 "Forming the New Republic"	
(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:	(A) identify the major characteristics that define an historical era;	Understand	Understand	Observed  Where: Every Unit and Section throughout the course is defined by historical era, defining characteristics and presented	

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				chronologically.	
	(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;	Understand	Understand	Observed  Where: Every Unit and Section throughout the course is defined by historical era, defining characteristics and presented chronologically.	
	(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Apply	Apply	Observed  Where: Every Unit and Section throughout the course is defined by historical era, defining characteristics and presented chronologically.	
	(D) 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), 1968-1969 (Martin Luther King Jr. assassination and 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).	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" - Unit 11 "The Road to the Modern Era"	
(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is	(A) analyze political issues such as Indian policies, the growth of political machines, civil service reform, and the beginnings of	Analyze	Analyze	Observed	

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expected to:	Populism;			Where: Unit 2 "The Growing Nation" Section 4 "Resistance, War and Expansion" Assignment - Discussion - Native Americans	
	(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;	Analyze	Analyze	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 5 "Business, Economy and Government Policy"	
	(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and	Analyze	Analyze	Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 6 "Unionization" Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration" Unit 8 "Progressivism to Hard Times" Section 2 "Government Reform and Women's Rights"	
	(D) describe the optimism of the many immigrants who sought a better life in America.	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration"	
(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:	(A) explain why significant events, policies, and individuals such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, Sanford B. Dole, and	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" All Sections	

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	missionaries moved the United States into the position of a world power;				
	(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	Evaluate	Evaluate	Observed	
				Where: Unit 7 "From the Age of Extremes to a World Power" Section 5 "Imperialist Attitudes"	
	(C) identify the causes of World War I and reasons for U.S. entry;	Understand	Understand	Observed	
				Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I"	
	(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;	Understand	Understand	Observed	
				Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I"	
	(E) analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;	Analyze	Analyze	Observed	
				Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I"	
	(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and	Analyze	Analyze	Observed	
				Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I"	

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	(G) analyze significant events such as the Battle of Argonne Forest.	Analyze	Analyze	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I"	
(5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:	(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;	Evaluate	Evaluate	Observed  Where: Unit 8 "Progressivism to Hard Times" All Sections	
	(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society; and	Evaluate	Evaluate	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 2 "Government Reform and Women's Rights"	
	(C) evaluate the impact of third parties, including the Populist and Progressive parties.	Evaluate	Evaluate	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 2 "Government Reform and Women's Rights" and Section 5 "Business, Economy and Government Policy"	
(6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:	(A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	Analyze	Analyze	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 3 "Moral Issues Conflicts" and Section 4	

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				"Social and Cultural Trends"	
	(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.	Analyze	Analyze	Observed Where: Unit 8 "Progressivism to Hard Times" All Sections	
(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:	(A) identify reasons for U.S. involvement in World War II, including Italian, German, and Japanese dictatorships and their aggression, especially the attack on Pearl Harbor;	Understand	Understand	Observed Where: Unit 9 "America: A World Leader Emerges" Section 2 "The Road To War" Section 3 "The War in Europe" Section 4 "The War in the Pacific"	
	(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 and domestic industry's rapid mobilization for the war effort;	Evaluate	Evaluate	Observed Where: Unit 9 "America: A World Leader Emerges" All Sections	
	(C) analyze the function of the U.S. Office of War Information;	Analyze	Analyze	Observed Where: Unit 9 "America: A World Leader Emerges" Section 5 "World War II and the American Home Front"	
	(D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;	Analyze	Analyze	Observed Where: Unit 9 "America: A World Leader Emerges" All Sections	

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	<p>(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;</p>	<p align="center">Analyze</p>	<p align="center">Analyze</p>	<p>Observed</p> <p>Where: Unit 9 "America: A World Leader Emerges" Section 2 "The Road To War" Section 3 "The War in Europe" Section 4 "The War in the Pacific" Section 5 "World War II and the American Homefront" and Section 6 "World War II and Beyond"</p>	
	<p>(F) evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Chester A. Nimitz, George Marshall, and George Patton; and</p>	<p align="center">Evaluate</p>	<p align="center">Evaluate</p>	<p>Observed</p> <p>Where: Unit 9 "America: A World Leader Emerges" Section 2 "The Road To War" Section 3 "The War in Europe" Section 4 "The War in the Pacific" Section 5 "World War II and the American Homefront" and Section 6 "World War II and Beyond"</p>	
	<p>(G) explain the home front and how American patriotism inspired exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for</p>	<p align="center">Understand</p>	<p align="center">Understand</p>	<p>Observed</p> <p>Where: Unit 9 "America: A World Leader Emerges" Section 5 "World War II and the American Homefront"</p>	

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	women and ethnic minorities.				
(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:	(A) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, and John F. Kennedy's role in the Cuban Missile Crisis;	Understand	Understand	Observed	Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond"
	(B) describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism, and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers;	Understand	Understand	Observed	Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond" and Unit 10 "The Tumultuous Sixties" All Sections
	(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;	Understand	Understand	Observed	Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond"
	(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;	Understand	Understand	Observed	Where: Unit 10 "The Tumultuous Sixties" All Sections
	(E) analyze the major issues and events of the Vietnam War such as the Tet Offensive, the escalation of forces, Vietnamization, and the fall of Saigon; and	Analyze	Analyze	Observed	Where: Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years" Assignment - Writing Assignment Vietnam

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	(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.	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years"	
(9) History. The student understands the impact of the American civil rights movement. The student is expected to:	(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;	Remember	Remember	Observed  Where: Unit 6 "Reconstruction, Unit 8 "Progressivism to Hard Times" and Unit 10 "The Tumultuous Sixties"	
	(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;	Understand	Understand	Observed  Where: Unit 6 "Reconstruction, Unit 8 "Progressivism to Hard Times" and Unit 10 "The Tumultuous Sixties"	
	(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson" and Section 3 "Foreign and Domestic Issues"	
	(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	Analyze	Analyze	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 3 "Foreign and Domestic Issues"	

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	(E) 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;	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 3 "Foreign and Domestic Issues"	
	(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965;	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson" and Section 3 "Foreign and Domestic Issues"	
	(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 3 "Foreign and Domestic Issues"	
	(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	Evaluate	Evaluate	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson" and Section 3 "Foreign and Domestic Issues"	
	(I) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and	Understand	Understand	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond"	

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	Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.			and Unit 10 "The Tumultuous Sixties" Section 3 "Foreign and Domestic Issues"	
(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:	(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years"	
	(B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength;	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 3 "The Reagan and George H. W. Bush Administrations"	
	(C) compare the impact of energy on the American way of life over time;	Analyze	Analyze	Observed  Where: Unit 11 "The Road to the Modern Era" Section 2 "The Ford and Carter Administrations"	
	(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 2 "The Ford and Carter Administrations" and Section 3 "The Reagan and George H. W. Bush Administrations"	
	(E) describe the causes and key organizations and individuals of the conservative resurgence of the	Understand	Understand	Observed	

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	1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and			Where: Unit 11 "The Road to the Modern Era" Section 3 "The Reagan and George H. W. Bush Administrations"	
	(F) describe significant societal issues of this time period.	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" All Sections	
(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:	(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" All Sections	
	(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum;	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" All Sections	
	(C) evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;	Evaluate	Evaluate	Observed  Where: Unit 11 "The Road to the Modern Era" All Sections	
	(D) analyze the impact of third parties on presidential elections;	Analyze	Analyze	Observed  Where: Unit 11 "The Road to the Modern Era" All Sections	
	(E) discuss the historical significance of the 2008 presidential election; and	Understand	Understand	Observed  Where: Unit 11 "The Road to the	

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				Modern Era" Section 5 "The Obama Administration"	
	(F) discuss the solvency of long-term entitlement programs such as Social Security and Medicare.	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and George W. Bush Administrations"	
(12) Geography. The student understands the impact of geographic factors on major events. The student is expected to:	(A) analyze the impact of physical and human geographic factors on the settlement of the Great Plains, the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and	Analyze	.....	Not Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 3 "U.S. Expansion Westward" Unit 7 "From the Age of Extremes to a World Power" Section 5 "Imperialist Attitudes" Unit 8 "Progressivism to Hard Times" Section 2 "Depression and a New Deal" Unit 11 "The Road to the Modern Era" Section 5 "The Obama Administration"	
	(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 5 "Imperialist Attitudes"	
(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is	(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western	Analyze	Analyze	Observed  Where: Unit 6 "Reconstructing	

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expected to:	expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and			and Expanding America" Section 3 "U. S. Expansion Westward"	
	(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.	Analyze	Analyze	Observed  Where: Unit 4 "The Expanding Nation" Section 2 "Immigration and Divisions" and Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration"	
(14) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:	(A) identify the effects of population growth and distribution on the physical environment;	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 3 "City Growth"	
	(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; and	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 3 "The Reagan and George H. W. Bush Administrations" Assignment - Writing Assignment - Conservatism in America	
	(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 3 "City Growth"	
(15) Economics. The student understands domestic and foreign	(A) describe how the economic impact of the Transcontinental	Understand	Understand	Observed	

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issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;			Where: Unit 6 "Reconstructing and Expanding America" Section 3 "U. S. Expansion Westward"	
	(B) describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, anti-trust acts, the Interstate Commerce Act, and the Pure Food and Drug Act;	Understand	Understand	Observed Where: Unit 6 "Reconstructing and Expanding America" Section 5 "Big Business"	
	(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;	Understand	Understand	Observed Where: Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration"	
	(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and	Understand	Understand	Observed Where: Unit 7 "From the Age of Extremes to a World Power" Section 5 "Imperialist Attitudes" and Section 6 "World War I"	
	(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.	Understand	Understand	Observed Where: Unit 7 "From the Age of Extremes to a World Power" Section 4 "Culture and Politics"	
(16) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:	(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production	Analyze	Analyze	Observed Where: Unit 8 "Progressivism to	

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	efficiencies;			Hard Times" Section 5 "Business, Economy and Government Policy"	
	(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;	Understand	Understand	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 5 "Business, Economy and Government Policy" and Section 6 "Depression and the New Deal"	
	(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 European and Mexican heritage and others;	Analyze	Analyze	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal"	
	(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and	Analyze	Analyze	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal"	
	(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.	Understand	Understand	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal"	
(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:	(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and	Understand	Understand	Observed	

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	increased opportunity for women and minority employment;			Where: Unit 9 "America: A World Leader Emerges" Section 5 "World War II and the American Homefront"	
	(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;	Understand	Understand	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond"	
	(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;	Understand	Understand	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond" Unit 10 "The Tumultuous Sixties" and Unit 11 "The Road to the Modern Era"	
	(D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson"	
	(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 of Tariffs and Trade (GATT), and	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years" Unit 11 "The Road to the Modern Era" Section	

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	the North American Free Trade Agreement (NAFTA).			4 "The Clinton and George H. W. Bush Administrations"	
(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:	(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 5 "The Obama Administration"	
	(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and George H. W. Bush Administrations"	
(19) Government. The student understands changes over time in the role of government. The student is expected to:	(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;	Evaluate	Evaluate	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal"	
	(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 9/11;	Understand	Understand	Observed  Where: Unit 7 "From the Age of Extremes to a World Power" Section 6 "World War I" Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal" Unit 9 "America: A World Leader Emerges" Unit 10 "The Tumultuous Sixties" and Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and	

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				H. W. Bush Administrations"	
	(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;	Understand	Understand	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 5 "Business, Economy and Government Policy" Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years" Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and H. W. Bush Administrations"	
	(D) discuss 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; and	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and George H. W. Bush Administrations"	
	(E) evaluate the pros and cons of U.S. participation in international organizations and treaties.	Evaluate	Evaluate	Observed  Where: Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and George H. W. Bush Administrations"	
(20) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:	(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; and	Understand	Understand	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 4 "Vietnam and the Nixon Years"	
	(B) evaluate the impact of	Evaluate	Evaluate		

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	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.			Observed  Where: Unit 8 "Progressivism to Hard Times" Section 6 "Depression and the New Deal" Unit 11 "The Road to the Modern Era" Section 4 "The Clinton and George H. W. Bush Administrations"	
(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:	(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester;	Analyze	Analyze	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 6 "World War II and Beyond"	
	(B) discuss historical reasons why the constitution has been amended; and	Understand	Understand	Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 2 "REconstruction"	
	(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.	Evaluate	Evaluate	Observed  Where: Unit 2 "The Growing Nation" Section 2 "Forming the New Republic"	
(22) Citizenship. The student understands the concept of American exceptionalism. The student is expected to:	(A) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-	Understand	Understand	Observed  Where: Unit 3 "The Dividing Nation" Section 4: "Jacksonian	

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	faire;			Democracy and Beyond"	
	(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and	Understand	Understand	Observed Where: Unit 3 "The Dividing Nation" Section 4: "Jacksonian Democracy and Beyond"	
	(C) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.	Understand	Understand	Observed Where: Unit 2 "The Growing Nation" Section 2: "Forming the New Republic"	"
(23) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:	(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;	Analyze	Analyze	Observed Where: Unit 2 "The Growing Nation" Section 2 "Forming the New Republic"	
	(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; and	Evaluate	Evaluate	Observed Where: Unit 10 "The Tumultuous Sixties" Section 3 "Foreign and Domestic Issues" and Section 4 "Vietnam and the Nixon Years"	
	(C) explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."	Understand	Understand	Observed Where: Unit 2 "The Growing Nation" Section 2 "Forming the New Republic"	
(24) Citizenship. The student	(A) describe qualities of effective	Understand	Understand		

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understands the importance of effective leadership in a constitutional republic. The student is expected to:	leadership; and			Observed  Where: The qualities of effective leadership are described throughout the course in reference to political, social and economic leaders over time.	
	(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.	Evaluate	Evaluate	Observed  Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson" and Section 3 "Foreign and Domestic Issues"	
(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;	Understand	Understand	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 4 "Social and Cultural Trends"	
	(B) describe both the positive and negative impacts of significant examples 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;	Understand	Understand	Observed  Where: Unit 8 "Progressivism to Hard Times" Section 4 "Social and Cultural Trends"	
	(C) identify the impact of popular American culture on the rest of the world over time; and	Understand	Understand	Observed  Where: Unit 11 "The Road to the Modern Era" Section 5 "The	

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				Obama Administration"	
	(D) analyze the global diffusion of American culture through the entertainment industry via various media.	Analyze	Analyze	Observed Where: Unit 11 "The Road to the Modern Era" Section 5 "The Obama Administration"	
(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:	(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society;	Understand	Understand	Observed Where: Every Unit contains a Section or Sections that explain the expansion of economic and political rights for all sectors of American society.	
	(B) discuss the Americanization movement to assimilate immigrants and American Indians into American culture;	Understand	Understand	Observed Where: Unit 6 "Reconstructing and Expanding America" Section 3 "U. S. Expansion Westward" Unit 4 "The Expanding Nation" Section 2 "Immigration and Divisions" and Unit 7 "From the Age of Extremes to a World Power" Section 2 "Immigration"	
	(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;	Understand	Understand	Observed Where: Every Unit contains Sections that explain the contributions of a diverse American culture.	
	(D) identify the political, social,	Understand	Understand		

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	and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;			Observed  Where: Unit 8 "Progressivism to Hard Times" Section 2 "Government and Women's Reform"	
	(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and	Understand	Understand	Observed  Where: Unit 2 "The Growing Nation" Section 2: "Forming the New Republic"	
	(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and Roy Benavidez.	Understand	Understand	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"	
(27) 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:	(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;	Understand	Understand	Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 4 "Innovation and Industry"	
	(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and	Understand	Understand	Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 4 "Innovation and Industry"	
	(C) understand the impact of technological and management innovations and their applications in	Understand	Understand	Observed	"

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	the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management.			Where: Unit 11 "The Road to the Modern Era" Section 5 "The Obama Administration"	
(28) 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:	(A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States;	Analyze	Analyze	Observed Where: Unit 6 "Reconstructing and Expanding America" Section 3 "U. S. Expansion Westward"	
	(B) explain how space technology and exploration improve the quality of life; and	Understand	Understand	Observed Where: Unit 10 "The Tumultuous Sixties" Section 2 "Kennedy and Johnson"	
	(C) understand 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.	Understand	Understand	Observed Where: Unit 11 "The Road to the Modern Era" Section 5 "The Obama Administration"	
(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions;	Apply	Apply	Observed Where: Unit 6 "Reconstructing and Expanding America" Section 5 "Big Business"	
	(B) analyze information by sequencing, categorizing,	Analyze	Analyze	Observed	

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	identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;			Where: Unit 9 "America: A World Leader Emerges" Section 2 "The Road to War" Assignment - Discussion Assignment - U. S. Involvement in the War	
	(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time;	Understand	Understand	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"	
	(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	Apply	Apply	Observed  Where: Unit 2 "The Growing Nation" Section 6 "Innovators and Inventions" Assignment - Writing Assignment - Industrial Revolution	
	(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;	Evaluate	.....	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"	
	(F) identify bias in written, oral, and visual material;	Understand	Understand	Observed  Where: Unit 6 "Reconstructing and Expanding America" Section 5 "Big Business"	
	(G) identify and support with historical evidence a point of view	Evaluate	Evaluate		

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	on a social studies issue or event; and			Observed  Where: Unit 3 "The Dividing Nation" Section 2 "Divisions Within the Nation" Assignment - Discussion - Reasons for Opposing Slavery in the North	
	(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.	Analyze	Analyze	Observed  Where: Unit 6 "Reconstruting and Expanding America" Section 2 "Reconstruction" Assignment - Writing Assignment - The End of Reconstruction	
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(A) create written, oral, and visual presentations of social studies information;	Create	Create	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"	
	(B) use correct social studies terminology to explain historical concepts; and	Apply	Apply	Observed  Where: Correct usge of social studies reminology is required for every assignment throughout the course.	
	(C) use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.	Apply	Apply	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"	

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(31) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	(A) create thematic maps, graphs, and charts representing various aspects of the United States; and	Create	Create	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"
	(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	Create	Create	Observed  Where: Unit 5 "The Nation Torn Apart" Section 3 "The Decline of the Nation"
(32) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	Apply	Apply	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 4 "The War in the Pacific" Assignment: Writing Assignment - Dropping the Bomb
	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	Apply	Apply	Observed  Where: Unit 9 "America: A World Leader Emerges" Section 4 "The War in the Pacific" Assignment: Writing Assignment - Dropping the Bomb

<b>Course Strengths of TEKS alignment</b>

**United States History 2011 TEKS Alignment**

The course is fully aligned to the TEKS for United States History.

**Required Changes for TEKS alignment** (List the missing and partially covered TEKS ~AND~ summarize required TEKS modification, big or small, you believe must be completed prior to course approval)

Missing or Partially covered TEKS:  
  
TEKS Summary:

**Additional Opportunities for Improvement-Optional** (Non-required additions or changes that would improve this course)