

U.S. History

Module Correlation Chart

Texas Essential Knowledge and Skills (TEKS)

Texas Essential Knowledge and Skills	Modules
(1) 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 eras in U.S. History from 1877 to the present and describe their defining characteristics;	2–19
(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	1–19
(C) explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.	5, 8, 9 11, 13
(2) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:	
(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform;	2–4
(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and	2–4
(C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.	4
(3) History. The student understands the emergence of the United States as a world power between 1898 and 1919. The student is expected to:	
(A) explain why significant events and individuals, including the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;	5–8
(B) identify reasons for U.S. involvement in World War I, including unrestricted submarine warfare;	8
(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and	8
(D) analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.	8
(4) History. The student understands the effects of reform and third party movements on American society. The student is expected to:	
(A) Evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of 16 th and 17 th amendments;	6–8
(B) evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and	6–8
(C) evaluate the impact of third parties and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.	7, 16, 19
(5) History. The student understands significant individuals, events, and issues of the 1919s. The student is expected to:	
(A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women; and	8, 9
(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.	9

Texas Essential Knowledge and Skills	Modules
(6) History. The student understands the impact of significant national and international decisions and conflict from World War II and the Cold War to the present on the United States. The student is expected to:	
(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;	11
(B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;	11
(C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;	11
(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin Airlift;	12
(E) analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;	12–16
(F) describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;	12, 13
(G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and	18, 19
(H) identify the origins of major domestic and foreign policy issues currently facing the United States.	19
(7) 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 18 th , 19 th , and 20 th centuries including the 13 th , 14 th , and 15 th amendments;	1, 2, 4–6, 8, 9, 11, 13, 14, 15, 18, 19
(B) identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;	4, 6 13–15
(C) evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and	2, 4, 13, 15
(D) identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.	15–19
(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	
(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and	1–19
(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.	1, 2, 4, 5, 8, 12, 14, 19
(9) Geography. The student understands the impact of geographic factors on major events. The student is expected to:	
(A) analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and	1, 3, 5, 6, 13
(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.	1, 5, 8, 11, 12, 14, 19

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(10) Geography. The student understands the effects of migration and immigration on American society. The student is expected to:	
(A) identify the effects of changing demographic patterns resulting from migration within the United States; and	1–4
(B) analyze the effects of changing demographic patterns resulting from immigration to the United States.	2–4, 9, 17
(11) 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 and predict future effects on the physical environment; and	2–4
(B) trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations.	6, 17
(12) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:	
(A) analyze the relationship between private property rights and the settlement of the Great Plains;	1, 2
(B) compare the purpose of the Interstate Commerce Commission with its performance over time;	3
(C) describe the impact of the Sherman Antitrust Act on businesses;	3, 6, 7
(D) analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and	5, 7
(E) describe the economic effects of international military conflicts, including the Spanish-American War and World War I on the United States.	5, 6, 8
(13) 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;	8, 9
(B) analyze the causes of the Great Depression, including the decline in worldwide trade, the stock market crash, and bank failures;	10
(C) analyze the effects of the Great Depression on the U.S. economy and government;	10, 11
(D) evaluate the effectiveness of the New Deal measures in ending the Great Depression; and	11
(E) analyze how various New Deal agencies and programs such as the federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.	11, 15
(14) Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:	
(A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;	11, 12
(B) identify the causes and effects of prosperity in the 1950s;	11–13
(C) describe the impact of Cold War on the business cycle and defense spending;	12–18
(D) identify actions of government and the private sector to expand economic opportunities to all citizens; and	12–18
(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.	11, 14, 16–19

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(15) Government. The student understands changes in the role of government over time. The student is expected to:	
(A) evaluate the impact of New Deal legislation on the historical roles of state and federal governments;	10–11
(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;	5, 7, 8, 10–13, 15, 17, 19
(C) evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government; and	5–7, 15–19
(D) predict the effects of selected contemporary legislation on the roles of state and federal governments.	18, 19
(16) Government. The student understands the changing relationships among the three branches of federal government. The student is expected to:	
(A) evaluate the impact of events, including the Gulf of Tonkin Resolution and the War Powers Act, on the relationship between the legislative and executive branches of government; and	15–19
(B) evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.	11
(17) Government. The student understands the impact of constitutional issues on American society in the 20 th century. The student is expected to:	
(A) analyze the effects of 20 th -century landmark U.S. Supreme Court decisions such as <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and <i>Reynolds v. Sims</i> ;	6, 7, 11, 13, 15, 17–19
(B) analyze reasons for the adoption of the 20 th -century constitutional amendments.	7, 8, 11, 13, 17
(18) Citizenship. The student should understand efforts to expand the democratic process.	
(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, court decision, and amendments to the U.S. Constitution;	2–19
(B) evaluate various means of achieving equality of political rights, including the 19 th , 24 th , and 26 th amendments;	2–19
(C) explain how participation in the democratic process reflects our national identity.	3, 4, 8, 9, 15
(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:	
(A) describe qualities of effective leadership;	4
(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin D. Roosevelt; and	2–19
(C) identify the contributions of Texans who have been President of the United States.	15, 19
(20) 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 of various eras in U.S. History have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keefe, rock and roll, and John Steinbeck's <i>The Grapes of Wrath</i> ;	1–5, 7, 9, 13

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(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;	9, 13
(C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;	9, 13
(D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and	9, 13
(E) identify the impact of popular American culture on the rest of the world.	9, 13, 19
(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:	
(A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;	2–4, 9, 17
(B) explain efforts of the Americanization movement to assimilate immigrants into American culture;	4, 9
(C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity have helped to shape the national identity; and	1–19
(D) identify the political, social, and economic contributions of women to American society.	1–19
(22) 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 scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the development of the United States;	1–3, 5, 6, 8, 9, 11, 13, 19
(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs; and	2, 3, 5
(C) analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.	3, 4, 9, 10, 17
(23) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:	
(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States; and	2–4
(B) explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living.	3, 9, 13
(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	
(A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;	11
(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;	1–19

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(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;	1
(D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;	1–19
(E) evaluate the validity of a course based on language, corroboration with other sources, and information about the author;	1–19
(F) identify bias in written, oral, and visual material;	5
(G) support a point of view on a social studies issue or event; and	11, 18
(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	1, 2, 4, 5, 8, 12, 14, 19
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A) use social studies terminology correctly;	1–19
(B) use standard grammar, spelling, sentence structure, and punctuation;	1–19
(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and	1–19
(D) create written, oral, and visual presentations of social studies information.	11, 18
(26) 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	18
(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.	18

Source: The provisions of this §113.32 adopted to be effective September 1, 1998, 22 TexReg 7684.