

**2012 – 2013 LEARNING GOALS
US HISTORY**

FALL SEMESTER

Developing America's Identity

Students examine the foundation of America's identity by analyzing and evaluating the principles presented in founding documents, the concept of American exceptionalism, and the efforts made to expand the democratic process.

Founding Documents and Founding Leaders

Learning Goal 1: Analyze the text, meaning, and importance of the Declaration of Independence, the US Constitution, and the Bill of Rights and describe the contributions made by the founding fathers: Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr. (TEKS/ SE's 1A,B,C 26F)

American Values

Learning Goal 2: Describe the American values identified by Alexis de Tocqueville and explain how American values are reflected in the democratic process, the mottos *E Pluribus Unum* and *In God We Trust* and in the awarding of congressional medals of honor. (TEKS/SE's 22A,B,C, 23C, 26E)

The Gilded Age (1877-1898)

Creating a Modern America: Industrialization, Urbanization, and Immigration

In the last unit, students examined the foundation of America's national identity. In this unit, students evaluate America's modern national identity by analyzing the causes and consequences of industrial development in the United States during the Gilded Age (1877-1898) and its effects on the U.S. political and economic systems including the role of the West in modernizing the United States.

Westward Expansion

Learning Goal 1: Analyze how the building of the Transcontinental Railroad, the passage of the Homestead Act, and the Klondike Gold Rush changed the geography and demographics of the American West. (TEKS/SE's 12A,13A, 14A,15A)

Economic Growth

Learning Goal 2: Analyze how scientific innovation, industrialization, the growth of business, and policies like the Chinese Exclusion Act of 1882 changed the United States economically during the Gilded Age. (TEKS/SE's 2A,3B,15C,27A)

Expanding Democracy

Learning Goal 3: Analyze how and why political machines, civil service reform, and the Populist movement developed during the Gilded Age and how these developments expanded economic and political opportunities for some Americans. (TEKS/SE's) 3A,24A,26A

Social Change in the Gilded Age

Learning Goal 4: Analyze how and why social movements related to women, minorities, children, immigrants, urbanization, philanthropy and the Social Gospel developed during the Gilded Age. (TEKS/SE's 3C, 24B)

Immigration in the Gilded Age

Learning Goal 5: Analyze the role immigration played in the Gilded Age and the efforts that were made to assimilate immigrants and Indians into American culture. (TEKS/SE's 2B,C, 3D, 13B, 26B)

Progressive Era (1898-1920): Domestic Reform

In the last unit, students examined industrial society in the United States. In this unit, students continue to examine events that developed America's modern identity by evaluating the reform and third party movements of the Progressive Era. Students study how domestic reforms impacted society and government.

Third Parties and Populists

Learning Goal 1: Evaluate how third parties of the Progressive Era expanded the democratic process and the role of government. (TEKS/SE's 5A,B,C,14A,26D)

Reforming America

Learning Goal 2: Evaluate the political and social changes made by reform leaders and muckrakers. (TEKS/SE's 2B, 5B, 26C,D)

Expanding Democracy

Learning Goal 3: Evaluate how reform movements of the Progressive Era expanded the democratic process, changed the role of government, and led to the passage of the 16th, 17th, 18th, and 19th amendments. (TEKS/SE's 5A, C,14A)

Regulating Business

Learning Goal 4: Describe how the relationship between business and government changed during the Progressive Era. (TEKS/SE's 15B,E)

Progressive Era (1898-1920): *Emergence As a World Power*

In the last unit, students evaluated how domestic reforms made during the Progressive Era changed America. In this unit students examine how the Spanish-American War and World War I influenced the United States emergence as a world power.

US Expansionism

Learning Goal 1: Explain how Dollar Diplomacy and the Open Door Policy affected US policy toward expansionism and analyze the impact of the building of the Panama Canal, the policies of Sanford B. Dole and the actions of missionaries in US expansionism. (TEKS/SE's 2B,4A,12A, 15C)

Spanish-American War

Learning Goal 2: Describe the role “yellow journalism”, Alfred Thayer Mahan, and Theodore Roosevelt played in US expansionism and the Spanish-American War and describe how the boundary changes which resulted from the Spanish-American war moved the US closer to being a world power. (TEKS/SE's 2D, 4A,B)

World War I

Learning Goal 3: Identify the causes of World War I and analyze the reasons for US entry into the war, the contributions of the American Expeditionary Forces, the impact of technology in the war, and the significance of the Battle of Argonne Forest. (TEKS/SE's 2D,4C,D,E,F,G)

Government in Wartime

Learning Goal 4: Analyze how the constitutional issues raised by the passage of the Sedition and Espionage Acts impacted the role of the US government during war time. (TEKS/SE 19B)

WW I Changes America

Learning Goal 5: Explain why political boundaries changed after World War I and analyze how Wilson's Fourteen Points and the Treaty of Versailles influenced the emergence of the United States as a world power. (TEKS/SE's 4F,12B)

The Twenties and the Great Depression (1920-1939): *From Boom to Bust*

In previous units students evaluated the domestic reforms made in the Progressive Era and examined the United States' emergence as a world power. In this unit students analyze the factors that led to the boom of the economy of the 1920's and the effects of the bust of the economy in the Great Depression. Students study the changing role of the US government in the years between the world wars.

Return to Normalcy

Learning Goal 1: Analyze how the return to normalcy and *laissez-faire* policies affected economic growth in the 1920's and describe how the Teapot Dome scandal affected American's view of Warren Harding. (TEKS/SE's 2B,16A,19C)

“Boom”-Economic Prosperity in the 1920’s

Learning Goal 2: Analyze how technological innovations, reduced taxes, and increased production efficiencies led to economic prosperity and growing mass consumption in the 1920's and identify the impact made by Ford and Curtiss on American industry. (TEKS/SE's 16A, 6B,27C)

Red Scare/Nativism/Racism

Learning Goal 3: Analyze how American's attitudes about communism and immigrants resulted in the Red Scare, growing nativism, the passage of the American Indian Citizenship Act of 1924, and increasing racism and describe how Marcus Garvey and the Great Migration were a response to these conditions. (TEKS/SE's 6A,13A, 15C)

Conflicting Cultural Values

Learning Goal 4: Analyze how the Scopes Trial and Prohibition were attempts to preserve traditional values and analyze how new cultural values were reflected in the Harlem Renaissance, Tin Pan Alley, the changing role of women and the rise of mass entertainment. (TEKS/SE 6A,B, 25A,B)

“Bust”-Economic Depression of the 1930’s

Learning Goal 5: Analyze how the impact of tariffs, stock market speculation, bank failures and monetary policy led to the Great Depression, identify the significance of the year 1929 and analyze how overproduction of land and drought led to the Dust Bowl. (TEKS/SE's 2D, 12A,16B,C)

FDR and the New Deal

Learning Goal 6: Compare how Hoover responded to the economic problems of the Great Depression with how the relief, recovery, and reform legislation of the New Deal addressed the economic problems of the Great Depression and describe the leadership qualities of FDR and the contributions made by Eleanor Roosevelt.(TEKS/SE's 16D,24A,26D)

Reactions to the New Deal

Learning Goal 7: Compare how the Liberty League, Francis Townsend, Huey Long, and Father Coughlin responded to the passage of the New Deal and evaluate how and why Roosevelt attempted to change the structure of the Supreme Court. (TEKS/SE's 16D,19B,20B,14C)

Impact of the New Deal

Learning Goal 8: Evaluate how New Deal legislation changed the role of state and federal governments and describe how the FDIC, SEC and Social Security Administration affect Americans today. (TEKS/SE's 16E,19A)

SPRING SEMESTER**World War II (1939-1945): America's Impact**

In the previous unit students examined how the economic boom of the 1920's and the bust of the 1930's changed the role of government. In this unit students examine how the United States' participation in World War II impacted domestic life and changed the world.

America Enters WWII

Learning Goal 1: Explain how the aggressive actions of dictators in Italy, Germany and Japan along with the attack on Pearl Harbor led to US involvement in WWII and explain the significance of the years 1939-1945. (TEKS/SE's 2B,D,7A)

Major Military Events of WW II

Learning Goal 2: Analyze the impact of US participation in the Battle of Midway, the island hopping campaign, the Bataan Death March, the invasion of Normandy, fighting on multiple fronts, and the liberation of concentration camps had during World War II and evaluate the military contributions of Bradley, Eisenhower, MacArthur, Nimitz, Marshall and Patton. (TEKS/SE's 2C,7E,7F)

Home Front USA

Learning Goal 3: Describe examples of how Americans responded with patriotic acts during WW II and analyze the impact of Executive Order 9066 and the internment of German, Italian and Japanese Americans. (TEKS/SE's 7C,D,G,17A,19B)

Leadership During WWII

Learning Goal 4: Analyze the impact of the development of conventional and atomic weapons and evaluate the leadership of Truman during WW II. (TEKS/SE 7B,D, 19E)

Cold War (1947-1991): Differing Ideologies

In the previous unit students studied about American's impact in World War II. In this unit students examine how Cold War policies affected Americans and led the United States into the Korean and Vietnam Wars.

US Containment Policy

Learning Goal 1: Describe how the Truman Doctrine, Marshall Plan, NATO and the Berlin Airlift served as US responses to Soviet aggression and explain why the United States became involved in the Korean War, including how the containment policy related to this decision and describe the outcome of the war. (TEKS/SE's 2B,8A,C)

1950's Prosperity

Learning Goal 2: Describe the economic impact of the GI Bill, defense spending and the baby boom during the 1950's and describe how the prosperity of the 1950's resulted in increased consumption, growth in agriculture and business and a change in educational priorities. (TEKS/SE's 17B,C)

The Race is On

Learning Goal 3: Describe how Cold War tensions were intensified by the arms race, the space race, McCarthyism and the House Un-American Activities Committee and explain the significance of the year 1957 and analyze how technological and scientific advances in transportation, communication, petroleum-based products, computers, and medicine affected the US economy and improved the standard of living in the United States. (TEKS/SE's 8B,2D 28A,B, 17A,B)

Kennedy and the Cold War

Learning Goal 4: Describe the role JFK played in the Cuban Missile Crisis and explain the reasons for US involvement in Vietnam, including the domino theory. (TEKS/SE's 2C,8A,D,E, 20B)

The Vietnam War Escalates

Learning Goal 5: Analyze the impact of the Tet Offensive, the escalation of forces, Vietnamization and the fall of Saigon on the war in Vietnam and describe how the Gulf of Tonkin Resolution and the War Powers Act changed the relationship between the executive and legislative branches of government. (TEKS/SE's 2C,8E,20B)

Responses to Vietnam

Learning Goal 6: Describe the role the media played in America's response to the Vietnam War and describe how and why Americans responded to the Vietnam War with the passage of the 26th Amendment, the anti-war movement, the silent majority and the credibility gap and analyze the effects of the US Supreme Court decision in *Tinker v. Des Moines*. (TEKS/SE's 8F,21A)

1950'/60's Art, Literature and Music

Learning Goal 7: Describe how the Beat Generation and the counter culture literature of the 1960's reflected a growing cultural resistance to conformity and describe the positive and negative effects of the Beat Generation, rock and roll, and country and western music on American society. (TEKS/SE's 25A,B, 27A,B)

Civil Rights Movement (1945-1970): *Liberty and Justice for All*

In the previous unit students examined how the Cold War affected 1950's and 1960's American society. In this unit students examine how the Civil Rights Movement resulted in an expansion of democracy for more Americans.

Origins of the Civil Rights Movement

Learning Goal 1: Analyze how American citizens use lobbying, non-violent protesting, litigation and amending the Constitution to expand participation in the democratic process and trace how the passage of the 13th, 14th, 15th and 19th amendments were initial steps in the expansion of civil rights in the United States. (TEKS/SE's 2B,23A,9A)

OVERTURNING SEGREGATION

Learning Goal 2: Analyze the effects of the *Plessey v. Ferguson*, *Brown v. Board of Education* and the *Sweatt v. Painter* US Supreme Court decisions and evaluate the contribution Thurgood Marshall made to the civil rights movement. (TEKS/SE's 9I,21A,C, 24B)

The March to Equality

Learning Goal 3: Describe the role Rosa Parks, Martin Luther King Jr., and Freedom Riders played in the early civil rights movement and describe how George Wallace, Orval Faubus, Lester Maddox and the bloc of Southern Democrats sought to maintain the status quo. (TEKS/SE's 2C,9C,G)

The Writings of MLK

Learning Goal 4: Discuss the impact of MLK's "I Have a Dream" speech and "Letter from a Birmingham Jail" writings. (TEKS/SE 9C,E,23A)

Legislative and Executive Actions

Learning Goal 5: Describe how Presidential actions like desegregation of the armed forces and Congressional actions like passage of the Civil Rights Acts of 1957 and 1964 and the Voting Rights Act of 1965 addressed minority rights issues. (TEKS/SE's 9F,17D)

The Great Society

Learning Goal 6: Analyze how the passage of the Great Society programs, affirmative action policies, and Title IX legislation attempted to address economic inequality in the United States and explain what constitutional issues were raised by these policies. (TEKS/SE's 17D,19B)

Expanding the Struggle

Learning Goal 7: Describe the role the Women's Liberation Movement, the Chicano Movement, the American Indian Movement, Cesar Chavez, Hector P. Garcia, Betty Friedan, and Dolores Huerta played in expanding the civil rights movement and describe the positive and negative effects of the Chicano Mural Movement. (TEKS/SE's 9B,C, 25A,B, 26C)

Using the Courts to Further the Cause

Learning Goal 8: Analyze how the decisions made in *Mendez v. Westminster*, *Delgado v. Bastrop ISD*, *Hernandez v. Texas*, *White v. Regester*, *Wisconsin v. Yoder* and *Edgewood ISD v. Kirby* played a role in the protection of minority rights and expansion of civil liberties. (TEKS/SE's 9H,I, 21A)

Rising Militancy

Learning Goal 9: Compare and contrast the approach taken by militant civil rights groups like the Black Panthers with the approach advocated by MLK and explain the significance of 1968-1969 in terms of the violence and assassinations that took place. (TEKS/SE's 2D, 9D,23B)

Legislation and Managing Change

Learning Goal 10: Describe the role played by the government and citizens in the creation of the Environmental Protection Agency and the passage of the Endangered Species Act and discuss the role the Community Reinvesting Act of 1977 played in poor communities. (TEKS/SE's 14B, 19D)

Return to Conservatism (1970-1990): *Reacting to Social Upheaval*

In the previous unit students examined the events of the Civil Rights Movement. In this unit students study presidential leadership in the late 20th century, the relationship of the United States with the Middle East and the resurgence of conservatism in the United States.

The Nixon Years

Learning Goal 1: Describe the role Nixon played in the normalization of relations with China, détente, and the Watergate scandal. (TEKS/SE's 9A,14B,19C)

Relations with the Middle East

Learning Goal 2: Explain how the US policy towards Israel led to an oil embargo by OPEC and the Camp David Accords and describe the causes and effects of the Iranian hostage crisis. (TEKS/SE's 10C,D,17E)

Reagan's Presidency

Learning Goal 3: Describe Reagan's leadership role in implementing Reaganomics and Reagan's foreign policy of "peace through strength" and describe the effects of Reagan's decision to send marines to Lebanon and the Iran-Contra Affair. (TEKS/SE's 10B,D,24A)

Shifting Demographics

Learning Goal 4: Analyze the causes and effects of migration from the Rust Belt to the Sun Belt. (TEKS/SE 2B, 13A)

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A Conservative Resurgence

Learning Goal 5: Describe the causes that were adopted by Phyllis Schlafly, the Contract With America, the Heritage Foundation, the Moral Majority and the National Rifle Association as a feature of the conservative movement and evaluate the contributions made by Billy Graham, Barry Goldwater, and Sandra Day O'Connor. (TEKS/SE's 2B, 10E,F, 24B)

Dealing with Challenges at Home and Abroad (1990's-Present): A New Turn of the Century

In the previous unit studied about the resurgence of conservatism in the 1980's. In this unit students ...

American Business and the American Dream

Learning Goal 1: Describe the role played by small business entrepreneurs and by American entrepreneurs like Bill Gates, Sam Walton, Estee Lauder, Robert Johnson, and Lionel Sosa in the US economy and describe the impact of technological innovation, NAFTA, GATT and multinational corporations have on economic development in the United States. (TEKS/SE's 17E,18A,B,27A,C)

Foreign Relations

Learning Goal 2: Describe the role the US played in ending the Cold War, the Persian Gulf War, and the Balkan Crisis and explain the significance of the year 1991. (TEKS/SE's 2D, 11A)

The 2000 Election

Learning Goal 3: Describe the impact of the impeachment of Bill Clinton and evaluate the impact of the 2000 presidential election on the relationship between the three branches of government. (TEKS/SE's 11B,D, 19C,20B)

Responding to Crisis

Learning Goal 4: Describe how George W. Bush responded to the attacks of 9/11 with the wars in Iraq and Afghanistan and the passage of the USA-Patriot Act of 2001 and analyze the geographic impact of the failure of the levees in New Orleans after Hurricane Katrina. (TEKS/SE 2D, 11A, 12A, 19B)

American Progress

Learning Goal 5: Explain the historical significance of the 2008 presidential election and describe the contributions made by Hillary Clinton, Sonia Sotomayor, and Oprah Winfrey to American society. (TEKS/SE's 11E,F, 24B, 26C)

Challenges in the 21st Century

Learning Goal 6: Analyze how demographic patterns in the US are affected by both legal and illegal immigration and discuss the financial challenges addressed by the Reinvestment Act of 2009 and those related to the solvency of Social Security and Medicare. (TEKS/SE's 19D, 11F,13B, 19D)

Exporting American Values

Learning Goal 7: Analyze how globalization has facilitated the global diffusion of American culture and identify the impact of popular American culture on the rest of the world. (TEKS/SE's 25C,D)