| **>> Gilded Age**  **US.3 History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898.  **Connected Knowledge and Skills US.15, US.24, US.26, US.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Growth and Change in the West** |  |  |  |  |
| * US.3(B) analyze economic issues such as industrialization, the growth of railroads, … farm issues, the cattle industry boom, … | | | | |
| US.3(A) analyze political issues such as Indian policies, ... and the beginnings of Populism | | | | |
| Spiral Standards: US.12(A), US.13(A) | | | | |
| US.15(A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century | | | | |
| US.15(E) describe the emergence of monetary policy in the United States, including … the shifting trend from a gold standard to fiat money | | | | |
| US.26(B) discuss the Americanization movement to assimilate … American Indians into American culture | | | | |
|  |  |  | | |
| **Immigration** |  |  |  |  |
| * US.3(C) analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists | | | | |
| Spiral Standards: US.2(B), US.13(B), US.26(C) | | | | |
| US.3(D) describe the optimism of the many immigrants who sought a better life in America | | | | |
| US.15(C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, … immigration quotas | | | | |
| US.26(B) discuss the Americanization movement to assimilate immigrants … into American culture | | | | |
| Spiral Standard: US.25(A) | | | | |
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| **Industrialization** |  |  |  |  |
| * US.3(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, … the rise of entrepreneurship, free enterprise, and the pros and cons of big business | | | | |
| US.3(A) analyze political issues such as …, the growth of political machines, civil service reform, … | | | | |
| US.15(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 | | | | |
| US.27(A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone … petroleum-based products, steel production, … on the economic development of the United States *Spiral Standard* | | | | |
| Spiral Standards: US.2(B), US.13(A), US.14(A), US.25(B), US.28(A) | | | | |
| US.24(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, … | | | | |
| Spiral Standards: US.26(D), US.25(A) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **Progressive Era**  **US.5 History.** The student understands the effects of reform and third-party movements in the early 20th century.  **Connected Knowledge and Skills US.6, US.14, US.15, US.22, US.23** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Progressivism** |  |  |  |  |
| * US.15(B) describe the changing relationship between the federal government and private business, including … Pure Food and Drug Act | | | | |
| US.5(A) evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, … amendments | | | | |
| Spiral Standards: US.2(B), US.13(B), US.23(A) | | | | |
| US.5(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, … on American society | | | | |
| US.5(C) evaluate the impact of third parties, including the Populist and Progressive parties | | | | |
| US.14(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 | | | | |
| US.15(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 | | | | |
| Spiral Standards: US.14(C), US.21(B), US.26(D) | | | | |
|  |  |  | | |
| **Progress Towards Equality** |  |  |  |  |
| * US.5(A) evaluate the impact of Progressive Era reforms, including … 19th amendments | | | | |
| US.6(A) analyze the causes and effects of events and social issues such as … the changing role of women | | | | |
| Spiral Standards: US.23(A), US.26(A), US.26(C) | | | | |
| US.5(B) evaluate the impact of muckrakers and reform leaders such as … Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois on American society | | | | |
| US.22(A) discuss Alexis de Tocqueville’s five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez‐faire | | | | |
| US.23(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 | | | | |
| Spiral Standards: US.21(B), US.23(C), US.26(D) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **>> Rise of a World Power**  **US.4 History.** The student understands the emergence of the United States as a world power between 1898 and 1920.  **Connected Knowledge and Skills US.15, US.22, US.24, US.26** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **U.S. Expansionism** |  |  |  |  |
| * US.4(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 missionaries moved the United States into the position of a world power | | | | |
| US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War … on the United States | | | | |
| Spiral Standard: US.12(A) | | | | |
| US.4(B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico | | | | |
| US.15(C) explain how foreign policies affected economic issues such as … the Open Door Policy, Dollar Diplomacy, … | | | | |
| Spiral Standards: US.2(D), US.12(B) | | | | |
| US.22(B) describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations | | | | |
|  |  |  | | |
| **World War I** |  |  |  |  |
| * US.4(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 | | | | |
| US.4(C) identify the causes of World War I and reasons for U.S. entry | | | | |
| US.15(D) describe the economic effects of international military conflicts, including … World War I, on the United States | | | | |
| Spiral Standard: US.19(B) | | | | |
| US.4(D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing | | | | |
| US.4(E) analyze the impact of significant technological innovations in World War I such as … trench warfare that resulted in the stalemate on the Western Front | | | | |
| US.4(G) analyze significant events such as the Battle of Argonne Forest | | | | |
| US.26(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as … Alvin York, … | | | | |
| Spiral Standards: US.2(C), US.2(D), US.12(B), US.19(E), US.27(B) | | | | |
| US.24(A) describe qualities of effective leadership *Spiral Standard* | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **Roaring Twenties**  **US.6 History.** The student understands significant events, social issues, and individuals of the 1920s.  **Connected Knowledge and Skills** **US.15, US.16, US.19, US.25, US.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Economic and Technological Change** |  |  |  |  |
| * US.27(C) understand the impact of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing, … | | | | |
| Spiral Standards: US.2(B), US.27(A), US.28(A) | | | | |
| US.6(B) analyze the impact of significant individuals such as … Henry Ford, Glenn Curtiss, … and Charles A. Lindbergh | | | | |
| US.16(A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies | | | | |
|  |  |  | | |
| **Traditionalism v. Modernism** |  |  |  |  |
| * US.6(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 | | | | |
| US.25(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as … the Harlem Renaissance, … on American society *Spiral Standard* | | | | |
| Spiral Standards: US.13(A), US.26(C) | | | | |
| US.6(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, ... Marcus Garvey, ... | | | | |
| US.15(C) explain how foreign policies affected economic issues such as … immigration quotas | | | | |
| US.19(C) describe the effects of political scandals, including Teapot Dome, … on the views of U.S. citizens concerning trust in the federal government and its leaders | | | | |
| Spiral Standards: US.21(B), US.25(A) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **>> Great Depression/New Deal**  **US.16 Economics.** The student understands significant economic developments between World War I and World War II.  **Connected Knowledge and Skills US.12, US.19, US.20, US.24** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Causes of the Great Depression** |  |  |  |  |
| * US.16(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 | | | | |
| Spiral Standards: US.2(C), US.2(D) | | | | |
|  |  |  | | |
| **Life During the Great Depression** |  |  |  |  |
| * US.16(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 | | | | |
| US.12(A) analyze the impact of physical and human geographic factors on … the Dust Bowl, … *Spiral Standard* | | | | |
| Spiral Standards: US.2(B), US.13(A), US.14(A) | | | | |
| Spiral Standards: US.2(D), US.25(A), US.26(D) | | | | |
|  |  |  | | |
| **Political Responses to the Great Depression** |  |  |  |  |
| * US.16(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 | | | | |
| US.20(B) evaluate the impact of 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 … | | | | |
| US.16(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression | | | | |
| Spiral Standard: US.14(C) | | | | |
| US.24(A) describe qualities of effective leadership *Spiral Standard* | | | | |
|  |  |  | | |
| **Changing Roles of State and Federal Government** |  |  |  |  |
| * US.19(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government | | | | |
| Spiral Standards: US.19(B), US.23(A) | | | | |
| US.16(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 | | | | |
| *Spiral Standard: US.21(B)* | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **World War II**  **US.7 History.** The student understands the domestic and international impact of U.S. participation in World War II.  **Connected Knowledge and Skills US.15, US.17, US.26** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Causes of WWII** |  |  |  |  |
| * US.7(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 | | | | |
| Spiral Standards: US.2(C), US.2(D), US.12(B) | | | | |
|  |  |  | | |
| **Mobilization and the Home Front** |  |  |  |  |
| * US.7(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; … and opportunities and obstacles for women and ethnic minorities | | | | |
| US.7(D) analyze major issues of World War II, including … the internment of German, Italian, and Japanese Americans and Executive Order 9066; … | | | | |
| US.15(D) describe the economic effects of international military conflicts, … on the United States | | | | |
| US.17(A) describe the economic effects of World War II on the home front such as the end of the Great Depression, … and increased opportunity for women and minority employment | | | | |
| Spiral Standards: US.2(B), US.19(B), US.26(C) | | | | |
| US.7(B) evaluate the domestic and international leadership of Franklin D. Roosevelt … during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort | | | | |
| US.7(C) analyze the function of the U.S. Office of War Information | | | | |
| Spiral Standards: US.2(A), US.25(A), US.27(B) | | | | |
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| **Two-Front War** |  |  |  |  |
| * US.7(D) analyze major issues of World War II, including the Holocaust; … and the development of conventional and atomic weapons | | | | |
| US.7(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 bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities | | | | |
| *Spiral Standard: US.27(A)* | | | | |
| US.7(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 … | | | | |
| US.7(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 | | | | |
| US.7(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 | | | | |
| US.26(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, … | | | | |
| Spiral Standards: US.12(B), US.19(E), US.27(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **>> Early Cold War**  **US.8 History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.  **Connected Knowledge and Skills US.17, US.25, US.26, US.27** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
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| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Prosperity and Culture of the 1950s** |  |  |  |  |
| * US.17(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 | | | | |
| Spiral Standards: US.2(B), US.13(A), US.14(A), US.25(B) | | | | |
| US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s | | | | |
| US.25(C) identify the impact of popular American culture on the rest of the world over time | | | | |
| US.25(D) analyze the global diffusion of American culture through the entertainment industry via various media | | | | |
| US.27(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines | | | | |
| Spiral Standard: US.25(A) | | | | |
|  |  |  | | |
| **Postwar Fears** |  |  |  |  |
| * US.8(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 | | | | |
| US.17(C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s | | | | |
| US.26(E) discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust" | | | | |
| Spiral Standards: US.2(C), US.2(D), US.25(A) | | | | |
|  |  |  | | |
| **Containment** |  |  |  |  |
| * US.8(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 | | | | |
| US.8(C) explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy | | | | |
| Spiral Standard: US.19(E) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **Vietnam and the 1960s**  **US.8 History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.  **Connected Knowledge and Skills US.20, US.21, US.23, US.26** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Vietnam War** |  |  |  |  |
| * US.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War | | | | |
| Spiral Standard: US.19(B) | | | | |
| US.8(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 | | | | |
| US.20(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 | | | | |
| US.26(F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as … Roy Benavidez | | | | |
|  |  |  | | |
| **Response to the War** |  |  |  |  |
| * US.8(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 | | | | |
| US.21(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 … Tinker v. Des Moines, … | | | | |
| Spiral Standards: US.2(B), US.23(A), US.25(B) | | | | |
| US.23(B) evaluate various means of achieving equality of political rights, including the … 26th amendment … | | | | |
| Spiral Standards: US.21(B), US.25(A) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **Civil Rights**  **US.9 History.** The student understands the impact of the American civil rights movement.  **Connected Knowledge and Skills US.1, US.17, US.21, US.22, US.23, US.24** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Constitution** |  |  |  |  |
| * US.9(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 | | | | |
| US.1(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 *Spiral Standard* | | | | |
| US.1(B) analyze and evaluate the application of these founding principles to historical events in U.S. history *Spiral Standard* | | | | |
| US.1(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. | | | | |
| US.23(B) evaluate various means of achieving equality of political rights, including the … 24th … amendment … | | | | |
| Spiral Standard: US.21(B) | | | | |
|  |  |  | | |
| **Congress** |  |  |  |  |
| * US.9(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 | | | | |
| Spiral Standard: US.23(A) | | | | |
| US.17(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 | | | | |
| Spiral Standards: US.2(C), US.14(C) | | | | |
|  |  |  | | |
| **Courts** |  |  |  |  |
| * US.21(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 | | | | |
| Spiral Standards: US.23(A), US.26(A) | | | | |
| US.9(G) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox ... that sought to maintain the status quo | | | | |
| US.9(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 Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement | | | | |
| US.24(B) evaluate the contributions of significant political and social leaders in the United States such as … Thurgood Marshall, … | | | | |
| Spiral Standard: US.14(C) | | | | |
| US.21(C) evaluate constitutional change in terms of strict construction versus judicial interpretation | | | | |

(continued)

| **Civil Rights (continued)**  **US.9 History.** The student understands the impact of the American civil rights movement.  **Connected Knowledge and Skills US.1, US.17, US.21, US.22, US.23, US.24** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  |  |  | | |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Civic Participation** |  |  |  |  |
| * US.9(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 | | | | |
| US.23(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 *Spiral Standard* | | | | |
| Spiral Standards: US.26(A), US.26(C) | | | | |
| US.9(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 | | | | |
| US.9(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 | | | | |
| US.9(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. | | | | |
| US.9(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 | | | | |
| Spiral Standards: US.2(A), US.2(C), US.2(D), US.23(C) | | | | |
| US.22(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 | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **1970s – End of the Cold War**  **US.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.  **Connected Knowledge and Skills US.11, US.14, US.17, US.18, US.19, US.24, US.25, US.27, US.28** | **Unit** | **CHECKPOINT** | | |
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| **1** | **2** | **3** |
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|  |  |  | | |
| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Political Factors** |  |  |  |  |
| * US.11(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum | | | | |
| US.10(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association | | | | |
| US.11(D) analyze the impact of third parties on presidential elections | | | | |
| US.14(B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of… the Environmental Protection Agency (EPA), and the Endangered Species Act | | | | |
| US.19(C) describe the effects of political scandals, including …, Watergate, …, on the views of U.S. citizens concerning trust in the federal government and its leaders | | | | |
| US.19(D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, … | | | | |
| US.24(B) evaluate the contributions of significant political and social leaders in the United States such as …, Billy Graham, Barry Goldwater, Sandra Day O’Connor, … | | | | |
| Spiral Standards: US.24(A), US.26(D) | | | | |
|  |  |  | | |
| **Foreign Affairs** |  |  |  |  |
| * US.10(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 | | | | |
| US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War … | | | | |
| US.10(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente | | | | |
| US.10(B) describe Ronald Reagan's leadership in … international policies, including … Peace Through Strength | | | | |
| Spiral Standards: US.2(D), US.19(E) | | | | |

(continued)

| **1970s – End of the Cold War (continued)**  **US.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.  **Connected Knowledge and Skills US.11, US.14, US.17, US.18, US.19, US.24, US.25, US.27, US.28** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  |  |  | | |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Economic Factors** |  |  |  |  |
| * US.27(C) understand the impact of technological and management innovations and their applications in 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 | | | | |
| US.17(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, …. | | | | |
| Spiral Standards: US.27(A), US.28(A) | | | | |
| US.10(B) describe Ronald Reagan's leadership in domestic … policies, including Reaganomics … | | | | |
| US.10(C) compare the impact of energy on the American way of life over time | | | | |
| US.18(A) discuss the role of American entrepreneurs such as ... Sam Walton, Estée Lauder, ... Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream | | | | |
| US.28(B) explain how space technology and exploration improve the quality of life | | | | |
| US.28(C) understand how the free enterprise system drives technological innovation and its application in the marketplace such as … inexpensive personal computers, and global positioning products | | | | |
| Spiral Standard: US.19(E) | | | | |
|  |  |  | | |
| **Cultural and Social Factors** |  |  |  |  |
| * US.10(F) describe significant societal issues of this time period | | | | |
| Spiral Standard: US.14(A) | | | | |
| US.25(C) identify the impact of popular American culture on the rest of the world over time | | | | |
| US.25(D) analyze the global diffusion of American culture through the entertainment industry via various media | | | | |
| Spiral Standard: US.25(A) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

| **>> 1990s – 21st Century**  **US.11 History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.  **Connected Knowledge and Skills US.2, US.10, US.17, US.18, US.19, US.20, US.24, US.27, US.28** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  |  |  | | |
| **Process** (Tools to Know) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of primary and secondary sources to acquire and analyze information  *Other Tested SEs: US.29(D), US.30(B)*  *Other Non-Tested SEs: US.29(C), US.29(E)* |  |  |  |  |
|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Political Issues** |  |  |  |  |
| * US.11(B) identify significant social and political advocacy organizations, leaders, and issues across the political spectrum | | | | |
| US.20(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including … the presidential election of 2000 | | | | |
| Spiral Standard: US.12(A) | | | | |
| US.2(D) explain the significance of the following years as turning points: ... and 2008 (election of first black president, Barack Obama) | | | | |
| US.10(E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association | | | | |
| US.11(D) analyze the impact of third parties on presidential elections | | | | |
| US.11(E) discuss the historical significance of the 2008 presidential election | | | | |
| US.19(C) describe the effects of political scandals, including … Bill Clinton’s impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders | | | | |
| US.24(B) evaluate the contributions of significant political and social leaders in the United States such as … Billy Graham, … Sandra Day O’Connor, and Hillary Clinton | | | | |
| Spiral Standards: US.2(D), US.23(C), US.24(A), US.26(D) | | | | |
|  |  |  | | |
| **Foreign Affairs** |  |  |  |  |
| * US.11(A) describe U.S. involvement in world affairs, including … the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror | | | | |
| Spiral Standard: US.19(B) | | | | |
| US.19(D) discuss the role of contemporary government legislation in the private and public sectors such as the … USA PATRIOT Act of 2001, … | | | | |
| Spiral Standards: US.2(A), US.2(C), US.2(D), US.12(B), US.19(E) | | | | |

*>> TEKS clusters typically requiring additional time and focus in the curriculum* (continued)

| **>> 1990s – 21st Century (continued)**  **US.11 History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.  **Connected Knowledge and Skills US.2, US.10, US.17, US.18, US.19, US.20, US.24, US.27, US.28** | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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|  |  |  |  |  |
| **Content** | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| **Economic Issues** |  |  |  |  |
| * US.18(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy | | | | |
| US.17(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the … the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA) | | | | |
| US.19(D) discuss the role of contemporary government legislation in the private and public sectors such as … the American Recovery and Reinvestment Act of 2009 | | | | |
| Spiral Standards: US.14(C), US.19(E) | | | | |
|  |  |  | | |
| **Impact of Technology** |  |  |  |  |
| * US.28(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 | | | | |
| US.27(C) understand the impact of technological and management innovations and their applications in 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 | | | | |
| Spiral Standards: US.13(A), US.27(A), US.28(A) | | | | |
| US.10(C) compare the impact of energy on the American way of life over time | | | | |
| US.18(A) discuss the role of American entrepreneurs such as Bill Gates, … Robert Johnson, … and millions of small business entrepreneurs who achieved the American dream | | | | |
| US.28(B) explain how space technology and exploration improve the quality of life | | | | |
| Spiral Standards: US.2(C), US.27(B) | | | | |
|  |  |  |  |  |
| **Process** (Ways to Show) | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information in a variety of ways  US.29(H) organize and interpret information from a variety of sources  *Other Tested SEs: US.29(G), US.31(B)*  *Other Non-Tested SEs: US.29(F), US.30(A), US.30(C), US.31(A), US.32(A), US.32(B)* |  |  |  |  |

*>> TEKS clusters typically requiring additional time and focus in the curriculum*

| **PROCESS STANDARDS: SOCIAL STUDIES SKILLS** | | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
| US.29 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.  US.30 The student communicates in written, oral, and visual forms.  US.31 The student uses geographic tools to collect, analyze, and interpret data. | **Tools to Know** |  |  |  |  |
| **Ways to Show** |  |  |  |  |
|  | |  |  | | |
| **TOOLS TO KNOW** | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(A) use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions | |  |  |  |  |
| US.29(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence | |  |  |  |  |
| US.30(B) use correct social studies terminology to explain historical concepts | |  |  |  |  |
| US.29(C) understand how historians interpret the past (historiography) and how their interpretations of history may change over time | |  |  |  |  |
| US.29(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 | |  |  |  |  |
|  | |  |  |  |  |
| **WAYS TO SHOW** | | **Unit** | **CHECKPOINT** | | |
| **1** | **2** | **3** |
| US.29(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions | |  |  |  |  |
| US.29(G) identify and support with historical evidence a point of view on a social studies issue or event | |  |  |  |  |
| US.29(H) use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons | |  |  |  |  |
| US.31(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases | |  |  |  |  |
| US.29(F) identify bias in written, oral, and visual material | |  |  |  |  |
| US.30(A) create written, oral, and visual presentations of social studies information | |  |  |  |  |
| US.30(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 | |  |  |  |  |
| US.31(A) create thematic maps, graphs, and charts representing various aspects of the United States | |  |  |  |  |
| US.32(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 | |  |  |  |  |
| US.32(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 | |  |  |  |  |

| **SPIRAL STANDARDS**  (content standards included in many/most units of instruction to add perspective and  depth to content across chronology of the course) | **Unit** | **CHECKPOINT** | | |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** |
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| **Historical Points of Reference Spiral Standards** |  |  |  |  |
| US.2(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics | | | | |
| US.2(A) identify the major characteristics that define an historical era | | | | |
| US.2(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods | | | | |
| US.2(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) | | | | |
|  |  |  | | |
| **Political Spiral Standards** |  |  |  |  |
| US.19(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 | | | | |
| US.23(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 | | | | |
| US.1(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 | | | | |
| US.1(B) analyze and evaluate the application of these founding principles to historical events in U.S. history | | | | |
| US.12(B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts | | | | |
| US.14(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights | | | | |
| US.19(E) evaluate the pros and cons of U.S. participation in international organizations and treaties | | | | |
| US.21(B) discuss historical reasons why the constitution has been amended | | | | |
| US.23(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" | | | | |
| US.24(A) describe qualities of effective leadership | | | | |
|  |  |  | | |
| **Economic Spiral Standards** |  |  |  |  |
| US.26(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 | | | | |
| US.27(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 | | | | |
| US.28(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 | | | | |
| US.27(B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines | | | | |
|  |  |  | | |
| **Geographic Spiral Standards** |  |  |  |  |
| US.12(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 | | | | |
| US.13(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt | | | | |
| US.13(B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States | | | | |
| US.14(A) identify the effects of population growth and distribution on the physical environment | | | | |
|  |  |  | | |
| **Social Spiral Standards** |  |  |  |  |
| US.25(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 | | | | |
| US.26(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture | | | | |
| US.25(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature | | | | |
| US.26(D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society | | | | |