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| **Texas Standards- American History from 1877** | **Dream of a Nation Chapter(s)** | | | | | | | | | | | |
|  | ***1. A People Centered and Accountable Government*** | ***2. Citizen Stewardship*** | ***3. Creating a Stable and Equitable Economy*** | ***4. A New Media That Informs and Empowers*** | ***5. Aiming for the Best in Education*** | ***6. Re-Powering America*** | ***7. Improving Health and Avoiding Alarming Trends*** | ***8. Ending Poverty and Building Common Wealth*** | ***9. Re-Imaging Business*** | ***10. Strengthening Communities*** | ***11. Waging Peace*** | ***12. A Nation That Shines*** |
| (11)(10) 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;  (B) identify significant social and political advocacy organizations , and leaders , and issues across the political spectrum |  |  |  |  |  |  |  |  |  |  |  |  |
| (14)(13)(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; |  |  |  |  |  |  |  |  |  |  |  |  |
| (18)(17) 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 who achieved the American dream; and  (B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy. |  |  |  |  |  |  |  |  |  |  |  |  |
| **(23)(21)(18) 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, court decisions litigation, and amendments to the U.S. Constitution;**  **(C) explain how participation in the democratic process reflects our national identity ethos, patriotism, and civic responsibility as well as our progress to build a “more perfect union.”** |  |  |  |  |  |  |  |  |  |  |  |  |
| (27)(25)(22) Science, technology, and society. The student understands the impact of science, and 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, the telegraph and telephone and satellite communications, petroleum-based products, steel production, medical vaccinations, and computers on the economic development of the United States;  (B) explain how specific needs result in scientific discoveries and technological innovations such as those in agriculture, the military, and medicine, including vaccines resulted from specific needs; and  (C) understand analyze the impact of technological and management innovations on the nature of work, and their applications in the workplace and the response by business on the American labor movement and businesses resulting productivity enhancements for business and labor such as assembly line manufacturing, time-study analysis, robotics, computer management, and just-in-time inventory management. |  |  |  |  |  |  |  |  |  |  |  |  |
| (28)(26)(23) Science, technology, and society. The student understands the influence of scientific discoveries, and technological innovations , and the free enterprise system on daily life the standard of living in the United States. The student is expected to:  (A) analyze how scientific discoveries, and technological innovations , and the application of these by the free enterprise system , including those in transportation and communication, have changed improve the standard of living in the United States; and14 High School Social Studies  (B) explain how technological innovations in areas such as space technology and exploration have led to other innovations that affect daily life and the standard of living impact improve the quality of life. ; and |  |  |  |  |  |  |  |  |  |  |  |  |