

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)
and Louisiana Grade Level Expectations (GLEs)**

SOCIAL STUDIES: Grade 11

TEKS	Comments	Louisiana GLE
<p>istory. The student understands traditional historical points of reference in y from 1877 to the present.</p>		
<p>Identify the major eras in U.S. history from 1877 to the present and heir defining characteristics;</p>	<p><i>Not specifically addressed in LA GLE</i></p>	
<p>Apply absolute and relative chronology through the sequencing of individuals, events, and time periods; and</p>		<p>1. Construct a timeline to explain and analyze historical pe history (H-1A-H1)</p>
<p>Explain the significance of the following dates: 1898, 1914-1918, 1929, 5, and 1957.</p>		<p>32. Identify and describe significant events and issue World War I (H-1B-H10)</p> <p>36. Identify the causes of the Great Depression (e.g., speculation, Stock Market Crash of 1929) and analyz on American society (H-1B-H12)</p> <p>40. Describe the course of World War II, including ma points and key strategic decisions (H-1B-H13)</p>
<p>istory. The student understands the political, economic, and social n the United States from 1877 to 1898.</p>		
<p>Analyze political issues such as Indian policies, the growth of political and civil service reform;</p>		<p>24. Explain the impact of legislation, federal Indian and lar technological developments, and economic policies on est social and migratory groups in the settlement of the weste States (e.g., Dawes Act, Chinese Exclusion Act) (H-1B-H7)</p> <p>3. Contrast past and present events or ideas in U.S. histor demonstrating awareness of differing political, social, or ec context (H-1A-H1)</p>

TEKS	Comments	Louisiana GLE
<p>analyze economic issues such as industrialization, the growth of the growth of labor unions, farm issues, and the rise of big business; and</p>		<p>3. Contrast past and present events or ideas in U.S. history demonstrating awareness of differing political, social, or economic context (H-1A-H1)</p> <p>19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States (H-1B-H6)</p> <p>industrialization and analyze its impact on production, business structures, the work force, and society in the United States</p> <p>20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century (H-1B-H7)</p> <p>27. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, share-croppers, rise of unions) (H-1B-H9)</p>
<p>analyze social issues such as the treatment of minorities, child labor, cities, and problems of immigrants.</p>		<p>19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States (H-1B-H6)</p> <p>Effects of industrialization and analyze its impact on production, business structures, the work force, and society in the United States</p> <p>25. Analyze the role of the media, political leaders, and international relations in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Progressives)</p> <p>3. Contrast past and present events or ideas in U.S. history demonstrating awareness of differing political, social, or economic context (H-1A-H1)</p>
<p>History. The student understands the emergence of the United States as a world power between 1898 and 1920.</p>		
<p>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;</p>	<p>Delete text in this cell</p>	<p>29. Explain the U.S. policy of imperialism and how it increased American involvement in world affairs (H-1B-H10)</p>

TEKS	Comments	Louisiana GLE
		29. Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs (H-1B-H10)
Identify the reasons for U.S. involvement in World War I, including and submarine warfare;		31. Describe the events that led to U.S. involvement in World War I (H-1B-H10)
Analyze significant events such as the battle of Argonne Forest and the significant individuals including John J. Pershing during World War I; and		32. Identify and describe significant events and issues during World War I (H-1B-H10)
Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.		32. Identify and describe significant events and issues during World War I (H-1B-H10) 33. Identify and explain the consequences of World War I, changes in U.S. foreign and domestic policies during the war, the Treaty of Versailles, Wilson's Fourteen Points, League of Nations (H-1B-H11)
History. The student understands the effects of reform and third party candidates on American society		
Evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th and 17th amendments;		26. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land reclamation) (H-1B-H8)
Evaluate the impact of reform leaders such as Susan B. Anthony, W.E.B. DuBois, and Robert LaFollette on American society; and	Delete text in this cell	25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers)
Evaluate the impact of third parties and their candidates such as Eugene McCarthy, Ross Perot, and George Wallace.	Not specifically addressed in LA GLE	
History. The student understands significant individuals, events, and issues during the 1900s.		

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<p>analyze causes and effects of significant issues such as immigration, the 1920s, Prohibition, and the changing role of women; and</p>		<p>18. Analyze causes and effects in historical and contemporary events, using a variety of resources (H-1A-H6)</p> <p>22. Describe the phases, geographic origins, and motivations of mass migration to and within the United States (H-1B-H7)</p> <p>34. Identify the characteristics of the 1920s and describe the changes that resulted (e.g., Harlem Renaissance, prohibition, suffrage) (H-1B-H11)</p>
<p>analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, and Charles A. Lindbergh.</p>	<p><i>Not specifically addressed in LA GLE</i></p>	
<p>history. The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present in the United States.</p>		
<p>identify reasons for U.S. involvement in World War II, including the rise of dictatorships and the attack on Pearl Harbor;</p>		<p>38. Describe the conditions that led to the outbreak of World War II (H-1B-H13)</p> <p>38. Describe the conditions that led to the outbreak of World War II (H-1B-H13)</p> <p>the events that led the United States into World War II (H-1B-H13)</p>
<p>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;</p>		<p>5. Describe multiple perspectives on an historical issue or event in history (H-1A-H2)</p> <p>40. Describe the course of World War II, including major events and key strategic decisions (H-1B-H13)</p>
<p>explain the roles played by significant military leaders during World War II such as Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Patton, and George Patton;</p>		<p>40. Describe the course of World War II, including major events and key strategic decisions (H-1B-H13)</p>
<p>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;</p>	<p><i>Not specifically addressed in LA GLE</i></p>	
<p>analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;</p>		<p>44. Analyze the conflicts that resulted from Cold War tensions (Vietnam War, Korean War) (H-1B-H14)</p>

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describe the impact of the GI Bill, the election of 1948, McCarthyism, and		<p>42. Explain the consequences and impact of World War II (War, United Nations, Baby Boom) (H-1B-H13)</p> <p>45. Describe the impact of the Cold War on American social and domestic policy (e.g., McCarthyism, Space Race) (H-1B-H14)</p>
analyze reasons for the Western victory in the Cold War and the effects of changing relationships among nations; and		<p>Delete statement # 43 only!! 43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)</p> <p>44. Explain the reasons for the end of the Cold War and its impact on the world (H-1B-H14)</p> <p>56. Describe the relationship of the United States and the rest of the world in the post-Cold War era (e.g., Middle East conflicts, global warming) (H-1B-H18)</p>
identify the origins of major domestic and foreign policy issues currently facing the United States.		<p>43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)</p> <p>43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy (H-1B-H14)</p> <p>44. Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society) (H-1B-H15)</p> <p>58. Identify and explain recent domestic issues and reforms (e.g., terrorism, energy, environment, war on drugs, education) (H-1B-H18)</p>
History. The student understands the impact of the American civil rights movement.		
trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;	<i>Not specifically addressed in LA GLE</i>	<p>Delete text in this cell 35. Analyze the international and domestic events, interests, and philosophies that prompted the civil rights movement (H-1B-H11)</p>
identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;		48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)

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Evaluate government efforts, including the Civil Rights Act of 1964, to improve equality in the United States; and		48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15)
Identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.		48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments (H-1B-H15) 50. Identify and describe the social and cultural changes from the 1960s to the present (e.g., Women's Movement) (H-1B-H15)
Geography. The student uses geographic tools to collect, analyze, and apply data.		
Create thematic maps, graphs, charts, models, and databases to analyze various aspects of the United States; and		15. Interpret or analyze historical data in a map, table, or graph and explain historical factors or trends (H-1A-H4)
Use and answer questions about geographic distributions and patterns using maps, graphs, charts, models, and databases.		15. Interpret or analyze historical data in a map, table, or graph and explain historical factors or trends (H-1A-H4)
Geography. The student understands the impact of geographic factors on human activities.		
Analyze the effects of physical and human geographic factors on major events including the building of the Panama Canal; and	<i>Not specifically addressed in LA GLE</i>	
Identify and explain reasons for changes in political boundaries such as resulting from statehood and international conflicts.	<i>Not specifically addressed in LA GLE</i>	
Geography. The student understands the effects of migration and immigration on American society.		
Analyze the effects of changing demographic patterns resulting from immigration within the United States; and		23. Explain the causes of the late nineteenth-century urbanization in the United States, including immigration and migration from rural areas and discuss its impact in such areas as housing, political economy, and public health (H-1B-H7)
Analyze the effects of changing demographic patterns resulting from immigration to the United States.		23. Explain the causes of the late nineteenth-century urbanization in the United States, including immigration and migration from rural areas and discuss its impact in such areas as housing, political economy, and public health (H-1B-H7)
Geography. The student understands the relationship between population density and modernization on the physical environment.		
Identify the effects of population growth and distribution and predict its effects on the physical environment; and	<i>Not specifically addressed in LA GLE</i>	
Trace the development of the conservation of natural resources, including the impact of the conservation movement.	<i>Not specifically addressed in LA GLE</i>	

TEKS	Comments	Louisiana GLE
the establishment of the National Park System and efforts of private organizations.	GLE	
economics. The student understands domestic and foreign issues related to economic growth from the 1870s to 1920.		
analyze the relationship between private property rights and the impact of the Great Plains;	Not specifically addressed in LA GLE	
compare the purpose of the Interstate Commerce Commission with its influence over time;	Not specifically addressed in LA GLE	
describe the impact of the Sherman Antitrust Act on businesses;	Not specifically addressed in LA GLE	
analyze the effects of economic policies including the Open Door Policy and Diplomacy on U.S. diplomacy; and	Not specifically addressed in LA GLE	
describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.	Delete text in this cell	33. Identify and explain the consequences of World War I in terms of changes in U.S foreign and domestic policies in the 1920s (e.g., Treaty of Versailles, Wilson's Fourteen Points, League of Nations) (H-1B-H11)
economics. The student understands significant economic developments during World War I and World War II.		
analyze causes of economic growth and prosperity in the 1920s;	Not specifically addressed in LA GLE	
analyze the causes of the Great Depression, including the decline in trade, the stock market crash, and bank failures;		36. Identify the causes of the Great Depression (e.g., over production, Stock Market Crash of 1929) and analyze its impact on American society (H-1B-H12)
analyze the effects of the Great Depression on the U.S. economy and culture;		37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of that legislation (H-1B-H12)
evaluate the effectiveness of New Deal measures in ending the Great Depression; and		37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of that legislation (H-1B-H12)
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.		37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of that legislation (H-1B-H12)
economics. The student understands the economic effects of World War II, World War I, and increased worldwide competition on contemporary society.		

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describe the economic effects of World War II on the home front, rationing, female employment, and the end of the Great Depression;		41. Describe the effects of World War II on the U.S. home Europe, including the Holocaust (H-1B-H13)
identify the causes and effects of prosperity in the 1950s;	<i>Not specifically addressed in LA GLE</i>	
describe the impact of the Cold War on the business cycle and defense	<i>Not specifically addressed in LA GLE</i>	
identify actions of government and the private sector to expand opportunities to all citizens; and	<i>Not specifically addressed in LA GLE</i>	
describe the dynamic relationship between U.S. international trade and the U.S. free enterprise system.	<i>Not specifically addressed in LA GLE</i>	
government. The student understands changes in the role of government		
evaluate the impact of New Deal legislation on the historical roles of federal governments;	<i>Not specifically addressed in LA GLE</i>	DELETE TEXT IN THIS CELL4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
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;	<i>Not specifically addressed in LA GLE</i>	DELETE TEXT IN THIS CELL 4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
evaluate the effects of political incidents such as Teapot Dome and the Scopes Trial on the views of U.S. citizens concerning the role of the federal government; and		Delete # 4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1) effects of Watergate on the United States and its political system (H-1B-H15) Add #49. Describe the effects of Watergate on the United States and its political system (H-1B-H15)

TEKS	Comments	Louisiana GLE
predict the effects of selected contemporary legislation on the roles of federal governments.	<i>Not specifically addressed in LA GLE</i>	DELETE TEXT IN THIS CELL 4. Analyze change or continuity in the United States over time based on information in stimulus material (H-1A-H1)
government. The student understands the changing relationships among branches of the federal government.		
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	<i>Not specifically addressed in LA GLE</i>	
evaluate the impact of events, including Franklin Roosevelt's attempt to limit the number of U.S. Supreme Court justices, on the relationships among the legislative, executive, and judicial branches of government.	<i>DElete text in this cell</i>	37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12) role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation (H-1B-H12)
government. The student understands the impact of constitutional issues on American society in the 20th century.		
analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as Brown v. Board of Education, Regents of the University of California v. Bakke, and Reynolds v. Sims;		55. Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election 2000) (H-1B-H17)
analyze reasons for the adoption of 20th-century constitutional amendments.	<i>Not specifically addressed in LA GLE</i>	DELETE TEXT IN THIS CELL 55. Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election 2000) (H-1B-H17)
citizenship. The student understands efforts to expand the democratic process.		
identify and analyze methods of expanding the right to participate in the political process, including lobbying, protesting, court decisions, and amendments to the U.S. Constitution;		51. Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)
evaluate various means of achieving equality of political rights, including the 14th, and 26th amendments; and	<i>DElete text in this cell</i>	51. Evaluate various means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)

TEKS	Comments	Louisiana GLE
		us means of achieving equality of political rights (e.g., civil disobedience vs. violent protest) (H-1B-H15)
explain how participation in the democratic process reflects our national	<i>Not specifically addressed in LA GLE</i>	
citizenship. The student understands the importance of effective in a democratic society.		
describe qualities of effective leadership;	<i>Not specifically addressed in LA GLE</i>	
evaluate the contributions of significant political and social leaders in the ites such as Andrew Carnegie, Shirley Chisholm, and Franklin D. ; and	<i>Not specifically addressed in LA GLE</i>	
identify the contributions of Texans who have been President of the ites.	<i>Not specifically addressed in LA GLE</i>	
ulture. The student understands the relationship between the arts and during which they were created.		
describe how the characteristics and issues of various eras in U.S. ve been reflected in works of art, music, and literature such as the of Georgia O'Keeffe, rock and roll, and John Steinbeck's The Grapes of	<div style="border: 1px solid black; background-color: yellow; padding: 5px;"> <i>not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i> </div> <i>Not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i>	
describe the impact of significant examples of cultural movements in art, d literature on American society, including the Harlem Renaissance;	<div style="border: 1px solid black; background-color: yellow; padding: 5px;"> <i>not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i> </div> <i>Not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i>	
identify examples of American art, music, and literature that transcend culture and convey universal themes;	<i>Not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i>	

TEKS	Comments	Louisiana GLE
	<p><i>not specifically addressed in LA GLE; covered in the Standards and Benchmarks for the arts</i></p> <p><i>GLE; covered in the Standards and Benchmarks for the arts</i></p>	
analyze the relationship between culture and the economy and identify such as the impact of the entertainment industry on the U.S. economy;	<i>Not specifically addressed in LA GLE</i>	
identify the impact of popular American culture on the rest of the world.	<i>Not specifically addressed in LA GLE</i>	
ulture. The student understands how people from various groups, racial, ethnic, and religious groups, adapt to life in the United States and to our national identity.		
explain actions taken by people from racial, ethnic, and religious groups economic opportunities and political rights in American society;	<i>Not specifically addressed in LA GLE</i>	
explain efforts of the Americanization movement to assimilate s into American culture;	<i>Not specifically addressed in LA GLE</i>	
analyze how the contributions of people of various racial, ethnic, and groups have helped to shape the national identity; and	<i>Not specifically addressed in LA GLE</i>	<p>DELETE TEXT IN THIS CELL 6. Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2)</p>
identify the political, social, and economic contributions of women to society.		
cience, technology, and society. The student understands the impact of id technology on the economic development of the United States.		
explain the effects of scientific discoveries and technological s such as electric power, the telegraph and telephone, petroleum-based medical vaccinations, and computers on the development of the United		53. Describe the impact of technology on American societ
explain how scientific discoveries and technological innovations such as griculture, the military, and medicine resulted from specific needs; and		53. Describe the impact of technology on American societ

TEKS	Comments	Louisiana GLE
analyze the impact of technological innovations on the nature of work, labor movement, and businesses.		53. Describe the impact of technology on American society. 7. Analyze or interpret a given historical event, idea, or issue in history (H-1A-H2)
science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on daily life in the United States.		
analyze how scientific discoveries and technological innovations, especially those in transportation and communication, have changed the standard of living in the United States; and	<i>Not specifically addressed in LA GLE</i>	
explain how technological innovations in areas such as space exploration have led to other innovations that affect daily life and the standard of living in the United States.	<i>Not specifically addressed in LA GLE</i>	
social studies skills. The student applies critical-thinking skills to organize information acquired from a variety of sources including electronic sources.		
locate and use primary and secondary sources such as computer databases, media and news services, biographies, interviews, and other sources to acquire information about the United States;		9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3) 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues (H-1A-H3) primary and/or secondary sources would be most useful when analyzing historical events (H-1A-H3) 13. Analyze source material to identify opinion or propaganda and persuasive techniques (H-1A-H4)
analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, generalizations and predictions, and drawing inferences and conclusions;	<i>Not specifically addressed in LA GLE</i>	
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;	<i>Not specifically addressed in LA GLE</i>	

TEKS	Comments	Louisiana GLE
use the process of historical inquiry to research, interpret, and use sources of evidence;		9. Evaluate and use multiple primary or secondary materials, historical facts, ideas, or issues (H-1A-H3) 17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present the information in an appropriate format(s) (visual, electronic, written) (H-1A-H5)
evaluate the validity of a source based on language, corroboration with other sources, and information about the author;	<i>Not specifically addressed in LA GLE</i>	
identify bias in written, oral, and visual material;	<i>Not specifically addressed in LA GLE</i>	
) support a point of view on a social studies issue or event; and	DElete text in this cell	6. Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2) 6. Analyze the point of view of an historical figure or group in U.S. history (H-1A-H2) 8. Debate an historical point of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2) of view, with supporting evidence, on an issue or event in U.S. history (H-1A-H2)
use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<i>Not specifically addressed in LA GLE</i>	
social studies skills. The student communicates in written, oral, and visual		
use social studies terminology correctly;	<i>Implied throughout course</i>	
use standard grammar, spelling, sentence structure, and punctuation;	<i>Not specifically addressed in LA GLE</i>	
transfer information from one medium to another, including written to oral, oral to written or visual, using computer software as appropriate;	<i>Not specifically addressed in LA GLE</i>	
create written, oral, and visual presentations of social studies information.	<i>Not specifically addressed in LA GLE</i>	
social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.		Louisiana has foundation skills which should be used as the basis to develop GLE based curriculum. The foundation skills include communication, problem solving, resource access and utilization.

TEKS	Comments	Louisiana GLE
		<p>Louisiana has foundation skills which should be used as teachers develop GLE based curriculum. The foundation skills include: communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship.</p> <p>ledge, and citizenship.</p>
use a problem-solving process to identify a problem, gather information, consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<i>Not specifically addressed in LA GLE</i>	
use a decision-making process to identify a situation that requires a gather information, identify options, predict consequences, and take implement a decision.	<i>Not specifically addressed in LA GLE</i>	
		LA GLE's not covered by TX US History
	<i>Not Specifically Addressed in US Hist. TEKS; addressed in Government TEKS 35.17a</i>	54. Analyze contemporary issues in American society and alternative solutions (H-1B-H17)
	<i>Not Specifically Addressed in US Hist. TEKS; addressed in Government TEKS 35.3b</i>	52. Evaluate the effects of the mass media on American s (H16)
	<i>Not Specifically Addressed in US Hist. TEKS; addressed in Government TEKS 35.6a</i>	57. Identify recent trends in the U.S. economy and explain government policy designed to address them (e.g., NAFTA/ economy) (H-1B-H18)
	<i>Not Specifically Addressed in TEKS</i>	2. Compare historical periods or historical conflicts in term issues, actions, or trends in U.S. history (H-1A-H1)
	<i>Not Specifically Addressed in TEKS</i>	4. Analyze change or continuity in the United States over t information in stimulus material (H-1A-H1)
	<i>Not Specifically Addressed in TEKS</i>	11. Propose and defend alternative courses of action to ac historical or contemporary issue, and evaluate their positiv negative implications (H-1A-H4)
	<i>Not Specifically Addressed in TEKS</i>	12. Analyze and evaluate the credibility of a given historic (e.g., in terms of its source, unstated assumptions) (H-1A-
	<i>Not Specifically Addressed in TEKS</i>	14. Interpret a political cartoon depicting an historical ever perspective (H-1A-H4)

TEKS	Comments	Louisiana GLE
	<i>Not Specifically Addressed in TEKS</i>	16. Construct a narrative summary of an historical speech (H-1A-H5)
	<i>Not Specifically Addressed in TEKS</i>	21. Analyze the changing relationship between the federal and private industry (H-1B-H6)
	<i>Not Specifically Addressed in TEKS</i>	28. Locate on a world map the territories acquired by the U.S. during its emergence as an imperial power in the world and the territories these territories were acquired (H-1B-H10)
	<i>Not Specifically Addressed in TEKS</i>	30. Identify causes of World War I (H-1B-H10)
	<i>Not Specifically Addressed in TEKS</i>	35. Analyze the international and domestic events, interests, philosophies that prompted threats to civil liberties in the aftermath of World War I (H-1B-H11)