

## **Proclamation 2000**

### ***Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials***

#### **Advanced Placement Comparative Government and Politics**

25 TEKS Total

Publisher Name: **The Wadsworth Group/Thomson Learning**

Program Title: ***Comparative Politics: Domestic Responses to Global Challenges, 3/E***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **1** % of Student Expectations Addressed: **96**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

**TEKS not addressed:**

05. Develop a thorough understanding of political change

A. Examine the internal and external sources of political change

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### **Advanced Placement European History**

44 TEKS Total

Publisher Name: **Hammond World Atlas Corporation**

Program Title: ***Historical World Atlas S/C***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **14** % of Student Expectations Addressed: **68**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

01. Develop a thorough understanding of intellectual and cultural history
  - C. Examine secularization of learning
  - G. Examine major trends in literature and the arts
  - H. . Examine intellectual developments
  - J. Examine developments in thought
  - K. Examine developments in literacy
  - L. Examine developments in education
02. Develop a thorough understanding of political and diplomatic history
  - D. Examine the development of political parties and ideologies
  - G. Examine majority political persecutions
  - O. Examine war and civil conflict
03. Develop a thorough understanding of social and economic history
  - B. Examine the role of urbanization in transforming social relationships
  - C. Examine the shift in social structures from hierarchical order to modern social classes
  - D. Examine the influence of sanitation and health care practices on society
  - J. Examine gender roles and their influence
  - L. Examine economic activity

## **Proclamation 2000**

### ***Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials***

#### **Advanced Placement Macroeconomics**

**22 TEKS Total**

**Publisher Name: South-Western/Thomson Learning**

**Program Title: *Principles of Macroeconomics, 2/E***

**Overall Recommendation: Nonconforming**

**Total Number of Student Expectations not addressed: 4      % of Student Expectations Addressed: 82**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

- 03. Develop a thorough understanding of national income and price determination
  - A. Examine aggregate supply
  - B. Examine aggregate demand
  - D. Examine fiscal-monetary mix
- 05. Develop a thorough understanding of international finance, exchange rates, and balance of payments
  - D. Examine international balance of payments

## **Proclamation 2000**

### ***Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials***

#### **Advanced Placement Microeconomics**

14 TEKS Total

Publisher Name: **South-Western/Thomson Learning**

Program Title: ***Principles of Microeconomics, 2/E***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **1**      % of Student Expectations Addressed: **93**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

**TEKS not addressed:**

02. Develop a thorough understanding of the nature and functions of product markets

E. Examine efficiency and government policy toward imperfect competition

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Advanced Placement United States History

177 TEKS Total

Publisher Name: **The Wadsworth Group/Thomson Learning**

Program Title: ***Liberty, Equality, Power, 3/E***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **48** % of Student Expectations Addressed: **73**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

01. Develop a thorough understanding of the discovery and settlement of the New World, 1492-1650
  - D. Examine settlements and the long-term influence on America
03. Develop a thorough understanding of Colonial Society in the Mid-Eighteenth century
  - B. Examine the culture
05. Develop a thorough understanding of the American Revolution, 1775-1783
  - C. Examine Revolutionary War
06. Develop a thorough understanding of the Constitution and New Republic, 1776-1800
  - D. Examine George Washington's presidency
07. Develop a thorough understanding of the Age of Thomas Jefferson, 1800-1816
  - A. Examine Jefferson's presidency
  - B. Examine James Madison
  - C. Examine War of 1812
08. Develop a thorough understanding of Nationalism and Economic Expansion
  - E. Examine foreign affairs
  - G. Examine the economic revolution
09. Develop a thorough understanding of Sectionalism
  - B. Examine the North
  - C. Examine Westward expansion
10. Develop a thorough understanding of the Age of Andrew Jackson, 1828-1848
  - C. Examine internal improvements and states' rights
11. Develop a thorough understanding of Territorial Expansion and Sectional Crisis
  - B. Examine Texas annexation
12. Develop a thorough understanding of the creation of an American Culture
  - E. Examine the Transcendentalists
  - F. Examine American creations
  - G. Examine reform crusades
14. Develop a thorough understanding of the Civil War
  - A. Examine the Union

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### **TEKS not addressed:**

- B. Examine the South
  - G. Examine the abolition of slavery
  - H. Examine the effects of war on society
15. Develop a thorough understanding of Reconstruction to 1877
    - C. Examine Southern state governments
  16. Develop a thorough understanding of the New South and the Last West
    - A. Examine politics in the New South
    - C. Examine the Cotton Kingdom
    - D. Examine building of the Western railroad
  17. Develop a thorough understanding of Industrialization and Corporate Consolidation
    - A. Examine industrial growth
    - B. Examine laissez-faire conservatism
  18. Develop a thorough understanding of Urban Society
    - D. Examine awakening conscience and reforms
  19. Develop a thorough understanding of the Intellectual and Cultural Movements
    - A. Examine education
    - B. Examine professionalism and the social sciences
  20. Develop a thorough understanding of National Politics, 1877-1896: The Gilded Age
    - A. Examine a conservative presidency
  21. Develop a thorough understanding of Foreign Policy, 1865-1914
    - A. Examine Seward and the purchase of Alaska
    - B. Examine the new imperialism
  22. Develop a thorough understanding of the Progressive Era
    - A. Examine the origins of Progressivism
    - C. Examine Socialism and alternatives
    - E. Examine women's roles
  23. Develop a thorough understanding of the First World War
    - A. Examine problems of neutrality
  24. Develop a thorough understanding of the New Era: The 1920s
    - C. Examine the new culture
  25. Develop a thorough understanding of the Depression, 1929-1933
    - D. Examine the Hoover-Stimson diplomacy and Japan
  27. Develop a thorough understanding of Diplomacy in the 1930s
    - C. Examine disarmament
    - E. Examine the aggressors
    - H. Examine the Atlantic Charter
  30. Develop a thorough understanding of Dwight Eisenhower and Modern Republicanism
    - C. Examine John Foster Dulles's foreign policy
    - E. Examine the space race

## **Proclamation 2000**

### ***Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials***

#### **TEKS not addressed:**

31. Develop a thorough understanding of John Kennedy's New Frontier and Lyndon Johnson's Great Society
  - B. Examine civil rights and civil liberties
32. Develop a thorough understanding of Richard Nixon
  - B. Examine the Nixon-Kissinger foreign policy
33. Develop a thorough understanding of the United States since 1974
  - C. Examine Jimmy Carter
  - D. Examine Ronald Reagan
  - E. Examine American society

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Advanced Placement World History

51 TEKS Total

Publisher Name: **Glencoe/McGraw-Hill, a division of the McGraw-Hill Co., Inc.**

Program Title: ***Traditions & Encounters: A Global Perspective on the Past***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **5** % of Student Expectations Addressed: **90**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

02. Develop a thorough understanding of the major developments during 1000-1450

L. Examine examples of types of information students are expected to know contrasted with examples of those things students are not expected to know.

03. Develop a thorough understanding of major developments during 1450-1750

K. Examine examples of the types of information students are expected to know contrasted with examples of those things students are not expected to know.

04. Develop a thorough understanding of major developments during 1750-1914

F. Examine the rise of Western dominance

G. Examine diverse interpretations

05. Develop a thorough understanding of major developments during 1914-Present

L. Examine diverse interpretations

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Advanced Placement World History

51 TEKS Total

Publisher Name: **The Wadsworth Group/Thomson Learning**

Program Title: ***World History with Migrations CD, 4/E***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **9** % of Student Expectations Addressed: **82**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

01. Develop a thorough understanding of the foundations and major developments in World History
  - A. Examine basic features and definitions of world geography
  - B. Examine the crises of late antiquity
  - C. Examine systems
02. Develop a thorough understanding of the major developments during 1000-1450
  - B. Examine interregional networks
  - H. Examine demographic and environmental changes
  - J. Examine diverse interpretations
  - L. Examine examples of types of information students are expected to know contrasted with examples of those things students are not expected to know.
04. Develop a thorough understanding of major developments during 1750-1914
  - G. Examine diverse interpretations
05. Develop a thorough understanding of major developments during 1914-Present
  - D. Examine nuclear weaponry

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Psychology

53 TEKS Total

Publisher Name: **The Wadsworth Group/Thomson Learning**

Program Title: ***Introduction to Psychology, 6/E***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **5**      % of Student Expectations Addressed: **91**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

06. The individual in society. The student understands the basic principles of tests and measurements. The student is expected to:
  - B. define the concept of "transformed score" and give examples of various types including percentile grade equivalent scores, intelligence quotient (IQ) scores, and College Entrance Examination Board (CEEB) scores such as Scholastic Aptitude Test (SAT) and Graduate Record Examination (GRE).
07. History. The student understands the history of the field of psychology. The student is expected to:
  - B. trace the impact of associationism, psychodynamic (Freudian) thinking, behaviorism, and humanism on current thinking in psychology.
08. History. The student compares the processes of theory development and validation. The student is expected to:
  - A. define and differentiate the concepts of theory and principle;
10. Culture. The student understands behavioral, social, and cognitive perspectives of human learning. The student is expected to:
  - B. identify elements of social learning theory in modern advertising;
  - C. describe the relationship between components of the structural information processing model; and

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Social Studies, Grade 7

74 TEKS Total

Publisher Name: **EduConnect, Inc.**

Program Title: ***The Key to Texas***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **9** % of Student Expectations Addressed: **88**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

08. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- A. create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and
09. Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- C. analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
13. Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- A. analyze the impact of national and international markets and events on the production of goods and services in Texas;
  - B. analyze the impact of economic phenomena within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and
  - C. analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets
18. Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- B. analyze the contributions of Texas leaders such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.
20. Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- E. analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world; and
  - F. make predictions about economic, social, and environmental consequences that may result from future scientific discoveries and technological innovations.
21. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
- C. organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Social Studies, Grade 8

109 TEKS Total

Publisher Name: **bigchalk.com, inc.**

Program Title: ***bigchalk ClassMate United States History***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **13** % of Student Expectations Addressed: **88**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

10. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
  - B. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
11. Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
  - B. compare places and regions of the United States in terms of physical and human characteristics; and
15. Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
  - A. explain why a free enterprise system of economics developed in the new nation; and
  - B. describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.
17. Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
  - C. identify the origin of judicial review and analyze examples of congressional and presidential responses.
20. Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
  - C. explain the importance of personal responsibilities such as accepting responsibility for one's behavior and supporting one's family;
  - D. identify examples of responsible citizenship, including obeying rules and laws, voting, and serving on juries;
  - F. explain how the rights and responsibilities of U.S. citizens reflect our national identity
27. Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
  - A. describe developments in art, music, literature, drama, and other cultural activities in the history of the United States;
  - B. analyze the relationship between fine arts and continuity and change in the American way of life; and
  - C. identify examples of American art, music, and literature that transcend American culture and convey universal themes.
28. Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
  - C. analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and
30. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:
  - F. identify bias in written, oral, and visual material;

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### Social Studies, Grade 8

109 TEKS Total

Publisher Name: **Technical Educational Consultants Ltd., dba WorldView Software**

Program Title: ***Basic American History: Pre-Columbian Years to Reconstruction***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **11** % of Student Expectations Addressed: **90**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

07. History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:

B. compare the effects of political, economic, and social factors on slaves and free blacks;

08. History. The student understands individuals, issues, and events of the Civil War. The student is expected to:

C. analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.

11. Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

C. analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.

17. Government. The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:

C. identify the origin of judicial review and analyze examples of congressional and presidential responses.

20. Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

E. summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and

22. Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

A. identify different points of view of political parties and interest groups on important historical and contemporary issues;

24. Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

A. identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration;

B. explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;

D. analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and

25. Culture. The student understands the major reform movements of the 19th century. The student is expected to:

B. evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.

28. Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

C. analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### United States History Studies Since Reconstruction

102 TEKS Total

Publisher Name: **bigchalk.com, inc.**

Program Title: ***bigchalk ClassMate United States History***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **3** % of Student Expectations Addressed: **97**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

08. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

B. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

18. Citizenship. Government. 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, protesting, court decisions, and amendments to the U.S. Constitution;

B. evaluate various means of achieving equality of political rights, including the 19th, 24th and 26th amendments; and

## Proclamation 2000

### *Identification of Texas Essential Knowledge and Skills (TEKS) Not Addressed In Instructional Materials*

#### United States History Studies Since Reconstruction

102 TEKS Total

Publisher Name: **Technical Educational Consultants Ltd., dba WorldView Software**

Program Title: ***American History: Post Civil War America to the Present***

Overall Recommendation: **Nonconforming**

Total Number of Student Expectations not addressed: **5** % of Student Expectations Addressed: **95**

The program listed above has been recommended as nonconforming; attached is information regarding the TEKS not addressed.

#### **TEKS not addressed:**

07. History. The student understands the impact of the American civil rights movement. The student is expected to:

A. trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;

08. Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

B. pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

11. Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:

A. identify the effects of population growth and distribution and predict future effects on the physical environment; and

14. Economics. The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to:

E. describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system.

21. Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

A. explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;