

Proposed Revisions

Texas Essential Knowledge and Skills

Middle School Social Studies Grades 6-8

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

Comments in the margin provide explanations for proposed changes. The following notations were used as part of the explanations:

BSG = information added, changed or deleted based on broad strokes guidance

CRS = information added or changed to align with College Readiness Standards

ER = information added, changed or deleted based on expert reviewer feedback

IF = information added, changed or deleted based on informal feedback

MV = multiple viewpoints from within the committee

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§113.22. Social Studies, Grade 6.

(a) Introduction.

(1) In Grade 6, students study people, ~~and~~ places, ~~and~~ societies of the contemporary world. Societies ~~selected~~ for study are ~~chosen~~ from the following regions of the world: Europe, Russia and the Eurasian republics, North America, ~~Middle America, Central America and the Caribbean,~~ South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of ~~selected~~ various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the ~~selected~~ various societies and identify different points of view about ~~selected~~ events. The concept of frame of reference is introduced as an influence on an individual's point of view.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches and letters; and poetry, songs, and artworks is encouraged. ~~Selections may include Sadako and the Thousand Paper Cranes.~~ Motivating resources are also available from museums, art galleries, and historical sites.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

Comment [A1]: "Societies" is included to reflect the nature of studying a variety cultures inherent in a Contemporary World Cultures course.

Comment [A2]: "Selected" has been removed since the course does not specific societies to study. This provide the opportunity to study a variety of societies.

Comment [A3]: BSG-This change is for clarity and reflects more common usage.

Comment [A4]: In all cases in the document, "selected" was changed to "various" to permit choices for inclusion. This is a consistent throughout the document.

Comment [A5]: Removed to allow for choices of inclusion

Comment [A6]: The critical concept of "frame of reference" is highlighted to denote its introduction.

Comment [A7]: Removed to reflect the contemporary nature of Grade 6

Comment [A8]: Added to align with all grade levels

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Comment [A9]: Added to reflect the Texas Education Code

(b) Knowledge and skills.

(1) History. The student understands that historical events influence contemporary events. The student is expected to:

(A) ~~describe~~ trace characteristics of ~~selected various~~ contemporary societies in regions such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of ~~selected various~~ contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the ~~contributions influences~~ of individuals and groups from various cultures ~~to on~~ selected various historical and contemporary societies. The student is expected to:

(A) ~~explain identify and describe~~ the ~~significance influence~~ of individuals or groups ~~achievements from selected societies, past and present on various historical or contemporary societies such as the Classical Greeks on government and the American Revolution on the French Revolution; and~~

(B) ~~describe evaluate~~ the social, political, economic, and cultural contributions ~~the influence of individuals and groups achievement on~~ from ~~selected various historical or contemporary societies, past and present.~~

Comment [A10]: “Trace” replaces “describe” as a verb that is higher in Bloom’s Taxonomy. “Trace” also allows students to track changes over time.

Comment [A11]: In all cases in the document, “selected” was changed to “various” to give choices for inclusion.

Comment [A12]: BSG-Bosnia and Northern Ireland are eliminated due to lack of relevance to our contemporary times. Countries, regions, and continents are not specifically mentioned throughout the document to reflect the ever-changing nature of a “contemporary” world cultures course.

Comment [A13]: Influences are chosen over contributions to illustrate the continuing impact groups and individuals over time.

Comment [A14]: BSG-This helps clarify and narrow how students are directed to study impacts of the achievements of individuals and groups. “Achievements” allows for greater specificity in studying the impact of individuals and groups.

Comment [A15]: BSG-This provides specific examples that reinforces US History at later levels.

Comment [A16]: This verb better stimulates higher-level thinking.

Comment [A17]: “SPEC” (social, political, economic, cultural) is a common approach studying historical civilizations and provides greater specificity.

Comment [A18]: This reinforces a study of the achievements of individuals and groups.

Comment [A19]: This provides for studying both past and present societies.

(3) Geography. The student uses ~~maps, globes, graphs, charts, models, and databases~~ geographic tools to answer geographic questions. The student is expected to:

(A) pose and answer geographic questions including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?

(B) pose and answer questions about geographic distributions and patterns for ~~selected~~ various world regions and countries shown on maps, graphs, charts, models, and databases;

(C) compare ~~selected~~ various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and

~~(A)~~ (D) create thematic maps, graphs, charts, models, and databases depicting ~~various~~ aspects of various world regions and countries such as population, disease, and economic activities.

(4) Geography. The student understands ~~the characteristics and relative locations of major historical and contemporary societies, the factors that influence the location and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location.~~ The student is expected to:

(A) locate ~~major various~~ ~~historical and~~ contemporary societies on maps and globes using latitude and longitude to determine absolute location;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions; ~~and~~

~~(D) identify and explain the geographic factors responsible for the location of economic activities in places and regions;~~

(D) identify and locate major physical and human geographic features of various places and regions such as landforms, water bodies, and urban centers; and

(E) draw sketch maps that illustrate various places and regions.

Comment [A20]: This is to introduce “geographic tools” as a collection of skills that are later highlighted within the SE (3)(B).

Comment [A21]: This addition lists the typical geographic questions used.

Comment [A22]: Reinforces the “geography tools” as skills to facilitate geography study

Comment [A23]: This provides for individual discretion when deciding which regions to apply these skills.

Comment [A24]: The student expectations of this knowledge statement were ordered to reflect increasing cognitive complexity.

Comment [A25]: These changes reflect an increasing expectation of students by tracing influential factors as well as studying the characteristic of a location. It also provides for map and globe applications.

Comment [A26]: MV-One member wanted the inclusion of knowledge of Canadian provinces and Mexican states including the corresponding capitals.

Comment [A27]: “Major” is too vague and “various” provides for instructional discretion.

Comment [A28]: This elimination was to increase the emphasis on “contemporary” cultures.

Comment [A29]: MV-One member wanted a list of countries of interest. The other members considered a list would be dated over time in a Contemporary World Cultures course.

Comment [A30]: This addition inserts the application of geographic skills.

Comment [A31]: Moved to 5(A)

Comment [A32]: SBOE-Added to address specificity request from SBOE

(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:

~~(A)~~ identify and explain the geographic factors responsible for the location of economic activities in places and regions;

Comment [A33]: This is moved from 4D. This fits better under Knowledge Statement 5 on economic development.

~~(B)~~ identify geographic factors that influence a society's ability to control territory such as location, physical features, transportation corridors and barriers, and distribution of natural resources; and ~~and that shape the domestic and foreign policies of the society;~~

Comment [A34]: This lists various geographic factors that may impact a society's ability to control territory.

~~(A) (C)~~ explain the impact of geographic factors on economic development ~~that influence a society's ability to control such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and the domestic and foreign policies of societies.~~

Comment [A35]: This better specifies the role of geographic factors.

Comment [A36]: This was eliminated because it is better discussed in 5(B).

(6) Geography. The student understands ~~the impact of physical processes on patterns in the environment~~ that geographical patterns result from physical environmental processes. The student is expected to:

Comment [A37]: BSG-This addition broadens the focus from foreign to domestic and foreign.

Comment [A38]: BSG-This improves the clarity of the statement.

~~(A)~~ describe and explain how physical processes the effects of physical environmental processes such as erosion, ocean ~~circulation currents~~, and earthquakes ~~have resulted in physical patterns~~ on Earth's surface;

Comment [A39]: BSG-This improves the clarity of the statement.

~~(C) (B)~~ analyze the effects of physical processes and the physical environment on humans ~~identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and~~

~~(B) (C)~~ describe and explain the analyze the effects of the interaction of physical processes ~~that produce renewable and nonrenewable natural resources such as fossil fuels, fertile soils, and timber and the environment on humans.~~

(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

Comment [A40]: BSG-This enables students to study current conditions of people/societies in a place and region.

(A) identify and analyze ways people have adapted to the physical environment in ~~selected~~ various places and regions;

(B) identify and analyze ways people have modified the physical environment such as mining, irrigation and transportation infrastructure; and

Comment [A41]: BSG-This provides greater specificity.

- (C) describe ways in which technology influences ~~human capacity to modify the physical environment~~ human interactions with the environment such as humans building dams for flood control.
- ~~(9)~~ (8) Economics. The student understands the ~~role~~ factors of production ~~play~~ in a society's economy. The student is expected to:
- (A) describe ways in which factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of ~~selected~~ various contemporary societies;
 - (B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
 - (C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.
- ~~(8)~~ (9) Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services; and
 - (B) identify and differentiate among ~~traditional, market, and command~~ free enterprise (capitalist, free market), socialist, and communist economies in ~~selected~~ various contemporary societies, including the benefits of the U.S. free enterprise system. ~~and~~
 - ~~(C) explain the impact of scarcity on international trade and economic interdependence among societies.~~

Comment [A42]: BSG-This better clarifies the statement and aligns the vocabulary with the knowledge statement. It provides the study of human impact on the environment as well as the influence of the environment on human behavior. The “such as” statement addresses board concerns for clarity.

Comment [A43]: BSG-This is an effort to simplify clarify the language.

Comment [A44]: The three Knowledge Statements for the Economics strand have been rearranged to better reflect the development of economic concepts from simple to complex.

Comment [A45]: MV-One member desired the inclusion of the concept of “abundance” as a balance to the concept of scarcity. The other members considered all resources scarce, despite the amount. The teaching of scarcity is a well-established concept within the economics field.

Comment [A46]: BSG-“Relative” scarcity was added to better demonstrate the disproportionate distribution of scarce resources.

Comment [A47]: The addition of “within” helps broaden the scope of study.

Comment [A48]: CRS-This statement was moved from 9(C) in the original TEKS. This revision helps better align to College Readiness Standard I-D(2) and III-A(3).

Comment [A49]: The three Knowledge Statements for the Economics strand have been rearranged to better reflect the development of economic concepts from simple to complex.

Comment [A50]: BSG-The terminology for economic types aligns with contemporary usage as well as reflects alignment across grade levels.

Comment [A51]: Now 8(C) MV- One member proposed adding a new item C) understand the importance of societal trust and ethics in maintaining a functional free enterprise system and also (D): Understand the complete failure of Marxist economic systems to deliver improved economic development over numerous contemporary and historical societies despite the utopian claims of proponents.

(10) Economics. The student understands categories of economic activities and the ~~means~~ data used to measure a society's economic level. The student is expected to:

(A) define and give examples of ~~primary, secondary, tertiary, and quaternary~~ agricultural, wholesale, retail, manufacturing (goods), and service industries; and

(B) describe ~~and measure~~ levels of economic development of various societies using ~~various~~ indicators such as ~~individual purchasing power~~, life expectancy, gross domestic product (GDP), GDP per capita, and literacy.

Comment [A52]: BSG-"Data" is used to replace "means" in order to better measure economics.

Comment [A53]: This change better reflects common usage and terminology.

Comment [A54]: "Measure" is removed since it is already in the knowledge statement.

Comment [A55]: BSG-Including various societies helps focus attention on studying the levels of develop of specific, real-world societies.

Comment [A56]: BSG-IF is seen as being a bit too complex for Grade 6. GDP and GDP per capita were added as concepts appropriate for the grade level. This also vertically aligns better with the high school economics course. MV-One member stated a preference for including the Wall Street Journal's Index of Economic Freedom as an economic statistic to highlight societies that benefit from relatively low levels of government taxation and regulation.

Comment [A57]: MV-One member supports adding another item (C) to 10: describe the negative effects of government regulation and taxation on economic development in contemporary societies. Majority Response-The proposed (C) assumes government regulation and taxation is always a negative.

(11) Government. The student understands the concepts of limited and unlimited governments, ~~such as constitutional and democratic governments, and unlimited governments, such as totalitarian and nondemocratic governments.~~ The student is expected to:

(A) identify and describe ~~characteristics~~ examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); and

(B) ~~identify examples~~ compare the characteristics of limited and unlimited governments.

~~(C) identify reasons for limiting the power of government; and~~

~~(D) compare limited and unlimited governments.~~

Comment [A58]: This statement is altered to better demonstrate the comparison of limited and unlimited government.

Comment [A59]: These examples are moved to 11(A).

Comment [A60]: Adds the skills of identifying examples

Comment [A61]: BSG-Characteristics of governments are moved to 11(B). This statement is restructured to concentrate on identification and descriptions real-world examples

Comment [A62]: This statement incorporates the higher order skills developed in the original version of 11(A).

Comment [A63]: 11(C) has moved to 14(C) with additions. MV-One member believes the item concerning limiting government should apply to all societies and be included under 11 and not only as applied to democratic societies under 14. Also, one member supports adding an additional item here (D): Review the record of human rights abuses of unlimited governments, including the oppression of Christians in Sudan and the ethnic cleansing and other abuses perpetrated by Robert Mugabe in contemporary Zimbabwe. Majority Response-Members feel these considerations are already addressed in the revised World History Studies TEKS 21(C) and are inappropriate for Grade 6 students.

Comment [A64]: A clearer version of 11(D) is incorporated into the reworded 11(B).

(12) Government. The student understands ~~alternative~~ various ways ~~of in which people~~ organizing organize governments. The student is expected to:

- (A) ~~identify alternative ways of organizing governments such as rule by one, few, or many; identify and give examples of governments with rule by one, few, or many;~~
- (B) ~~identify examples of governments with rule by one, few, or many; compare ways in which various societies organize government; and~~
- (C) identify historical origins of democratic forms of government such as Ancient Greece ~~and~~.
- (D) ~~compare how governments function in selected world societies such as China, Germany, India, and Russia.~~

Comment [A65]: BSG-“Various” replaces “alternative” for clarity.

Comment [A66]: The inclusion of “people” helps focus attention on the power people have to shape their governments.

Comment [A67]: The new 12(A) is a combination of the original 12(A) and 12(B). Students now “identify and give examples” in one statement.

Comment [A68]: The original 12(B) is integrated into the new 12(A). The new 12(B) incorporate higher order comparison strategies.

Comment [A69]: Added for clarification and depth

Comment [A70]: Now covered in the new 12(B)

(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:

- (A) describe roles and responsibilities of citizens in ~~selected~~ various contemporary societies including the United States;
- (B) explain how opportunities for citizens to participate in and influence the political process vary among ~~selected~~ various contemporary societies; and
- (C) compare the role of citizens in the United States with the role of citizens from ~~selected~~ various democratic and nondemocratic contemporary societies.

Comment [A71]: “Various” replaces “selected” for clarity.

(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in democratic societies. The student is expected to:

- (A) identify and explain the importance of ~~voluntary~~ civic participation in democratic societies; ~~and~~
- (B) explain relationships among rights, ~~and~~ responsibilities, and duties in democratic societies; and
- (C) identify reasons for limiting the power of government in a democratic society.

Comment [A72]: ER-“Duties” was added to convey compulsory and/or ethical dimensions to civic responsibilities.

Comment [A73]: “Voluntary” is dropped to incorporate compulsory participation such as jury duty, participation in the census, and selective service.

Comment [A74]: ER-see comment for 14 KS

Comment [A75]: BSG-This is an inclusion from the deleted 11(C). Grade 6 uses the broad terminology of democratic vs. non-democratic to incorporate the study of a variety of democratic governmental styles such as a direct democracy, a republican democracy, and a constitutional democracy.

(15) Culture. The student understands the similarities and differences within and among cultures in ~~different~~ various societies. The student is expected to:

(A) define ~~the concepts of~~ culture and the common traits that unify a culture region;

(B) identify and describe common ~~some~~ traits that define cultures;

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;

D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

~~(C)~~ (E) analyze the similarities and differences among ~~selected~~ various world societies; and

~~(D)~~ (F) identify and explain examples of conflict and cooperation between and among cultures. ~~within selected societies such as Belgium, Canada, and Rwanda.~~

(16) Culture. The student understands that ~~certain institutions are basic to~~ all societies have basic institutions in common even though the, but characteristics of these institutions may differ. ~~vary from one society to another~~. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

(B) compare characteristics of institutions in ~~selected~~ various contemporary societies; and

(C) analyze the efforts and activities institutions use to sustain themselves over time such as compulsory education developing an informed citizenry or religions using monumental architecture to transcend time.

Comment [A76]: BSG-Similar correction as the selected/various changes throughout the document

Comment [A77]: BSG-Culture is a concept. Rewording this helps to clarify the characteristics that constitute a culture.

Comment [A78]: BSG-Additional clarity for determining common traits of culture

Comment [A79]: CRS-15(C) and 15(D) are additions taken from the College Readiness Standards II-A(1-2).

Comment [A80]: Reorganized due to the insertion of 15(C) and 15(D)

Comment [A81]: Reorganized due to the insertion of 15(C) and 15(D)

Comment [A82]: This was eliminated as not being contemporaneous any longer.

Comment [A83]: BSG-This improves clarity and brevity.

Comment [A84]: CRS-This statement helps to strengthen the alignment to the College Readiness Standard I-E(1). This helps to demonstrate why some institutions last through time.

Comment [A85]: "Compulsory" is used to denote all children are required to receive an education, whether public or otherwise. MV-One member supports changing this to "compulsory or voluntary education" to avoid implication that compulsory education is the exclusive means of attaining an informed citizenry.

(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) ~~explain aspects that link or separate cultures and societies;~~ identify and describe how culture traits spread such as trade, travel and war;

Comment [A86]: The student expectations are reordered and reworked to demonstrate increasing conceptual complexity.

(B) ~~explain the impact of political boundaries that cut across culture regions~~ identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;

Comment [A87]: This is a reworded version of the original 17(C). It now includes the key means of cultural diffusion.

(C) ~~analyze how culture traits spread;~~ evaluate the impact of improved communication technology among cultures;

Comment [A88]: This incorporates concepts addressed in 17(F) as well as added factors.

(D) ~~explain why cultures borrow from each other;~~ identify and define the impact of cultural diffusion on individuals and world societies; and

Comment [A89]: This incorporates concepts of technology found in 17(F). The eliminated portion is addressed in 17(A).

(E) ~~evaluate how cultural borrowing affects world cultures;~~ and identify examples of positive and negative effects of cultural diffusion.

Comment [A90]: Cultural “borrowing” is replaced with the more common “diffusion”.

(F) ~~evaluate the consequences of improved communication among cultures.~~

Comment [A91]: This examines both sides of the impact of diffusion.

Comment [A92]: Eliminated and integrated into 17(A) and 17(C)

(18) Culture. The student understands the relationship that exists between ~~artistic, creative, and literary expressions and the societies that produce them~~ the arts and the societies in which they are produced. The student is expected to:

Comment [A93]: For brevity, “the arts” incorporates a variety of artistic expressions.

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which ~~societal~~ contemporary issues influence creative expressions; and

Comment [A94]: This change better reflects the contemporaneous nature of the course. It contributes to broadening the concept.

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

Comment [A95]: This helps to provide examples of universal themes. The changes help to align to commonly agreed themes in art.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and

(B) explain the significance of religious holidays and observances such as Christmas, ~~and~~ Easter, Ramadan, the annual hajj, ~~and~~ Yom Kippur, ~~and~~ Rosh Hashanah, Diwali, and Vaisakhi in ~~selected~~ various contemporary societies.

(20) Science, technology, and society. The student understands the relationships among the influences of science and technology ~~and political, economic, and social issues and events on contemporary societies~~. The student is expected to:

(A) give examples of scientific discoveries and technological innovations, ~~including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world~~ that have influenced contemporary societies.

Comment [A96]: SBOE&IF-Christmas and Rosh Hashanah are restored due to public feedback. Considering the exemplar nature of the statement “such as” additional holidays from world religions were added to better represent the global nature of this contemporary world cultures framework. Christmas and Easter represent Christianity. Ramadan and the addition of the annual hajj represents Islam. Yom Kippur and Rosh Hashanah represent Judaism. Diwali represents both Hinduism and Buddhism. Vaisakhi represents Sikhism and was included in response to hundreds of letters from the Sikh community.

MV-One member believes Christmas should be restored as per the original TEKS but without diluting its re-inclusion with additional holidays. Christianity and Judaism have had a disproportionate impact and should receive disproportionate coverage in the TEKS. In reaction to public comments, the team has re-included Christmas but feels the need to include additional non-Christian holidays to reduce what they feel is a disproportionate emphasis on Christianity and Judaism in the original TEKS.

Comment [A97]: BSG-The whole of this statement needed clarification. The rewording helps focus on the impact of science/technology on societies. Consideration was given to keep the “role of scientists” but it distracts from the original intent of studying the impact of scientific discoveries.

MV- One member supports strengthening the original TEKS to focus more on the individual contributions of scientists and inventors including Alexander Fleming, Louis Pasteur and Joseph Lister, rather than an emphasis on impersonal forces.

Comment [A98]: Replacing the “issues” with “societies” helps integrate the separate issues into an umbrella study of contemporary societies.

Comment [A99]: BSG-This rewording moves the focus of the student expectation toward the impact of science/technology on society.

(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology from place to place, culture to culture, and society to society; and	Comment [A100]: BSG-Eliminates the wordiness
(C) make predictions about future social, <u>political</u>, economic, <u>cultural</u>, and environmental consequences <u>impacts</u> that may result from future scientific discoveries and technological innovations.	Comment [A101]: Adds factors for considerations and neutralizes the negative connotation of "consequences"
(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired <u>through established research methodologies</u> from a variety of <u>valid</u> sources including electronic technology. The student is expected to:	Comment [A102]: CRS-The inclusion of established research methodologies improves alignment with the research component of the College Readiness Standard IV-A(4)
(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about selected <u>various</u> world cultures;	Comment [A103]: Added to align with other grades
(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	
(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;	
(D) identify different points of view about an issue or <u>current</u> topic;	Comment [A104]: BSG-This is added to allow for the study of current events.
(E) identify the elements of frame of reference that influenced participants in an event; and	
(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A) use social studies terminology correctly;	
(B) incorporate main and supporting ideas in verbal and written communication <u>based on research</u>;	Comment [A105]: Align to college readiness skills
(C) express ideas orally based on research and experiences;	
(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on <u>research</u>;	Comment [A106]: Align to college readiness skills

(E) use standard grammar, spelling, sentence structure, and punctuation; and

(F) Use proper citations to avoid plagiarism.

Comment [A107]: Align to college readiness skills

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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; and

(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.

Source: The provisions of this §113.22 adopted to be effective September 1, 1998, 22 TexReg 7684.

GENERAL COMMENTS

Comment [A108]: MV-One member believes this document suffers from a dearth of specificity. There are very few includes and a moderate number of "such as" statements. The survey findings of National Geographic reveal widespread geographic illiteracy in our society and a return to more fact-based pedagogy could help address this deficiency.

Comment [A109]: MV-One member believes Celebrate Freedom week and Constitution Day should be included in the main body of the standards, including a review of America's founding documents including the Constitution, Bill of Rights and Declaration of Independence.

§113.23. Social Studies, Grade 7.

(a) Introduction.

(1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including ~~the cultures of Native Americans living in Texas prior to European exploration and the eras of mission-building, colonization, revolution, republic, and statehood~~ Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace ~~barbed wire and the oil and gas industries on the development of Texas.~~ Students use primary and secondary sources to acquire information about Texas.

Comment [A1]: BSG&CRS-The previous list of eras is inconsistent with the proposed list which allows for more emphasis on contemporary Texas.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and ~~artworks~~ images is encouraged. Various selections may be used, may include such as Cabeza de Vaca's written account, Spanish census records, Father Miguel Hidalgo y Costilla's speech on independence, a biography of Barbara Jordan or Lorenzo de Zavala, and William B. Travis' letter "To the People of Texas and All Americans in the World," Mary Maverick's letters, Texas Civil War images, artwork by Elizabet Ney, 19th Century railroad maps, Spindletop photos, World War II oral histories, a biography of Barbara Jordan, and political cartoons. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

Comment [A2]: The change in the introduction aligns with proposed changes to SE below.

Comment [A3]: The change reflects the inclusion of all types of visual images including painting, sketches, sculpture, and photography.

Comment [A4]: BSG-The examples provided illustrate at least one sample from each era and demonstrate a wide variety types.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Comment [A5]: BSG-The additional sentence clarifies the difference between required content and optional examples in an effort to create vertical continuity.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise [capitalistic, free market] society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

Comment [A6]: ER- The change creates alignment among economic TEKS at other grade levels.

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Comment [A7]: Committee strongly encourages the inclusion of information during professional development on how teachers can stay current on required celebrations and observances.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these

are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Comment [A8]: BSG-Paragraph added to include Celebrate Freedom Week mandate in alignment with other grade levels per a vertical agreement

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history, ~~and~~ describe their defining characteristics, and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle and

Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: mapping of the Texas coast and first mainland Spanish settlement, 1519; founding of San Antonio, 1718; independence from Spain, 1821; Texas independence, 1836; annexation, 1845; and Civil War begins, 1861; adoption of current state constitution, 1876; and oil discovery at Spindletop, 1901.

(2) History. The student understands how individuals, events, and issues ~~prior to the Texas Revolution~~ through the Mexican National Era shaped the history of Texas. The student is expected to:

(A) compare the cultures of ~~Native-Americans~~ Indians in Texas prior to European colonization, such as Gulf, Plains, Puebloan, and Southeastern;

(B) identify important individuals, events, and issues related to European exploration ~~and colonization~~ of Texas, ~~including the establishment of Catholic missions, such as Alonso Álvarez de Pineda, Alvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;~~

~~(B)C~~ identify important ~~individuals~~, events, and issues related to European ~~exploration and~~ colonization of Texas, including the establishment of Catholic missions, towns, and ranches; and individuals, such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;

(D) identify the ~~impact of~~ issues and events related to Mexico becoming an independent nation and its impact on Texas, such as Texas involvement in the fight for independence, the Mexican Federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery-on events in Texas;

Comment [A9]: CRS, IF-Change to align with CRS I B (1) and provide examples based on compilation of expert suggestions. In order to understand the meaning and nature of a historical era, one must understand its defining characteristics and in accordance with the CRS it is important to understand how and why historians define such eras.

Comment [A10]: SBOE, ER, IF –Descriptions added to provide clarity and explanation of key dates. New dates added to highlight the establishment of the current state constitution and Spindletop.

Comment [A11]: ER-Most current terminology and generally preferred term by native people.

Comment [A12]: ER--Such as statement added to provide consistent examples and terminology.

Comment [A13]: BSG, CRS, & ER-CRS I B (1). Separating contact from colonization allows for more specificity on two distinct eras of the Spanish experience. Consequently, colonization and Catholic missions is placed in 2(C) and not removed. Names, events and issues in the such as statement illustrate key points prior to colonization. The “search for gold” is intended to include such individuals as Coronado, DeSoto, Moscoso, and others. Similarly, “explain tensions between France and Spain” will include such individuals as LaSalle, de León and others.

Comment [A14]: BSG, CRS, & ER-CRS I B (1). Separating contact from colonization allows for more specificity on two distinct eras of the Spanish experience. The addition of towns and ranches reflects the diversity of the Spanish colonial effort. Names in the such as statement illustrate key individuals responsible for Spanish colonization.

Comment [A15]: ER-SE was expanded not only to include the constitution but other aspects related to its creation and other issues and events during the Mexican National era. Federal is a proper noun.

(E) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Erasmo Seguín, <u>Martin de Leon, and Green DeWitt</u> during the <u>Mexican settlement</u> colonization of Texas; <u>and</u>	Comment [A16]: BSG, CRS, & ER- CRS I B (1) Changes attempt to clarify individuals while including a broader range of examples. Use of the term "Mexican" is intended to delineate the different periods of colonization.
(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;	Comment [A17]: ER&CRS- CRS I B (1)-Moved to establish a logical order and illustrate that Mexico's independence from Spain had a significant role in future events.
(E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and	Comment [A18]: Moved to 7.3 for consistency of content.
(F) contrast Spanish, <u>Mexican</u> , and Anglo purposes for and methods of settlement in Texas.	Comment [A19]: ER&CRS-CRS I B (1) Reinforces eras and points out the diversity of colonization.
(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:	
(2)(E) (A) trace the development of events that led to the Texas Revolution, including <u>the Fredonian Rebellion, the Mier y Terán Report</u> , the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;	Comment [A20]: BSG- The additions are necessary material to understand the Law of April 6, 1830.
(AB) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, <u>Juan N. Seguín</u> , and William B. Travis; and	Comment [A21]: BSG&ER-The added individual reflects the diversity of Texan forces not present in prior TEKS.
(BC) explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, the siege of the Alamo, the convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.	
(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:	
(A) identify individuals, events, and issues during the administrations of <u>Republic of Texas Presidents Houston, Lamar, and Jones, such as</u> and early Texas statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, <u>Jack Coffee Hayes, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Cordova Rebellion, the Council House Fight, the Sante Fe Expedition, the Texas Navy, public debt, and the roles of racial and ethnic groups;</u> the Mexican War, and the Treaty of Guadalupe Hidalgo; and	Comment [A22]: ER- Splitting this expectation helps reinforce separation of eras. The expanded such as statement provides more diverse examples of people and events for possible study.
(B) analyze the causes of and events leading to Texas statehood <u>annexation</u> ; <u>and</u>	Comment [A23]: Change made based on proper use of social studies terminology
<u>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.</u>	Comment [A24]: BSG&CRS- CRS I B (1)-Half of the content was formerly in 7.4(A), the remainder helps illustrate the diverse population growth of the period and includes the changing boundaries of Texas.

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain reasons for the involvement of Texas in the Civil War, such as states rights, slavery, sectionalism, and tariffs; and

(B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.

Comment [A25]: BSG-The goal of this addition is to provide consistency among example causes.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on ~~Native Americans~~ Indians, ~~the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia and Quanah Parker, and Spindletop; and~~

Comment [A26]: ER-Most current terminology and generally preferred term by native people.

(B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings, and the myth and realities of the cowboy way of life;

Comment [A27]: ER-In order to group the material by topic the content was split into individual topical SEs. The only addition to this SE was Quanah Parker to provide clarity based on expert review.

(C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads, and contributions of James Hogg; and

~~(B)~~ (D) explain the political, economic, and social impact of the ~~cattle and oil industries~~ agricultural industry and the development of West Texas resulting from the close of the frontier.

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th ~~century~~ and early 21st centuries. The student is expected to:

Comment [A28]: CRS&ER- CRS I B (1) - Addition brings content into modern era.

(A) explain the political, economic, and social impact of the oil industry on the industrialization and industrialization of Texas;

Comment [A29]: ER – Item was separated from 6(D) to place in proper time period. This will allow for a richer study of topic.

~~(A)~~ (B) define ~~the impact of "boom and bust"~~ and trace ~~the impact of "boom-and-bust"~~ cycles of leading Texas industries throughout the 20th ~~century~~ and early 21st centuries, including such as farming, oil and gas, cotton, ~~cattle~~ ranching, real estate, ~~and~~ banking, and computer technology;

Comment [A30]: Removal of cattle specifically allows for a broader study of other types of livestock.

Comment [A31]: Same as justification for knowledge and skill statement

~~(B,C)~~ describe and compare the impact of evaluate the Progressive and other reform movements in Texas in the 19th and 20th centuries; such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;

Comment [A32]: BSG & ER-In order to allow time for more current material, the verb was lowered while still maintaining a moderate level of understanding. The such as statement is intended to provide a diverse group of examples.

~~(C,D)~~ describe and compare trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, ~~and~~ Lyndon B. Johnson, League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Bell White;

Comment [A33]: SBOE, ER, IF-"Trace" is an ambiguous skill related to expected student behavior. "Describe and compare" provide a teacher with guidance about the expected student behavior. Expanded list of individuals better illustrates the diversity of individuals and groups in various movements.

~~(D,E)~~ analyze the political, economic, and social impact of major ~~was events~~, including World War I, the Great Depression, and World War II, on the history of Texas; ~~and~~

Comment [A34]: The content was added and its description was modified to reflect the importance of the event in understanding later events in the 20th century.

~~(E,F)~~ trace the emergence of the two-party system in Texas during the second half of the 20th century analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st century, such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

Comment [A35]: BSG, CRS, & ER-CRS I B (3)-The change bolsters the modern content with a broad spectrum of examples for use.

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

(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, ~~and 20th~~, and 21st centuries; and

Comment [A36]: BSG&CRS-CRS (I B (1) and III A (1) - The change further aligns the document with the CRS and modernizes the timeframe of content.

(B) ~~pose and answer questions about~~ analyze and interpret geographic distributions and patterns in Texas during the 19th, ~~and 20th~~, and 21st centuries.

Comment [A37]: Same as 7.8(A)

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains ~~places and~~ regions and places of importance in Texas during the 19th, ~~and 20th~~, and 21st centuries, such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;

Comment [A38]: BSG-Defining the natural regions helps vertically align with Grade 4 and ensures consistency. The additional changes provide examples of possible content to cover.

(B) compare places and regions of Texas in terms of physical and human characteristics; and

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, ~~and 20th~~, and 21st centuries. The student is expected to:

Comment [A39]: BSG- The change modernizes the content to be covered.

(A) identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications; and

(B) explain ways in which geographic factors have affected the political, economic, and social development of Texas, such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources.

Comment [A40]: BSG-The “such as” statement provides specific examples of the impact of weather, human action and the restraints of natural resources.

(11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, ~~and 20th~~, and 21st centuries. The student is expected to:

Comment [A41]: BSG-The change modernizes the content to be covered.

(A) analyze why immigrant groups came to Texas and where they settled;

(B) analyze how immigration and migration to Texas in the 19th, ~~and 20th~~, and 21st centuries have influenced Texas;

Comment [A42]: BSG-The change modernizes the content to be covered.

(C) analyze the effects of the changing population distribution in Texas during the 20th and 21st century; and

Comment [A43]: BSG-The change modernizes the content to be covered.

(D) describe the structure of the population of Texas using demographic concepts, such as growth rate and age distribution.

(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A) explain economic factors that led to the urbanization of Texas;

(B) trace the development of major industries that contributed to the urbanization of Texas, such as transportation, oil and gas, and manufacturing; and

Comment [A44]: BSG-The addition adds examples of content to cover.

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of 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, such as agriculture, oil and gas, and computer technology;

Comment [A45]: BSG-The addition adds examples of content to cover.

(B) analyze the impact of economic phenomena-concepts within the free enterprise (capitalistic, free market) system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and	Comment [A46]: The change was made to reflect proper use of economic terminology.
	Comment [A47]: ER- The change creates alignment among economic TEKS at other grade levels.
(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical and computer technologies on local, national, and international markets.	Comment [A48]: BSG-The addition was made to modernize the list of example content that can be covered.
(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to: (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and	Comment [A49]: BSG- The addition was made to more closely align with the content in the Grade 8 TEKS.
(B) identify the influence of ideas from the U.S. Constitution on the Texas Constitution compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.	Comment [A50]: SBOE BSG- The item was re-written to reflect a higher expectation and more closely align with the content in Grade 8. The Texas Bill of Rights is moved from 16 (A) to allow for more rigorous examination of not only the Texas Bill of Rights, but the U.S. Bill of Rights.
(15) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to: (A) describe the structure and functions of government at municipal, county, and state levels; (B) identify major sources of revenue for state and local governments, such as property tax, sales tax, and fees; and (C) describe the structure and governance of Texas public education.	Comment [A51]: IF-Illustrates examples of types of revenue
(16) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to: (A) identify civic responsibilities rights of Texas citizens; and (A) summarize the rights guaranteed in the Texas Bill of Rights explain and analyze civic responsibilities of Texas citizens and the importance of civic participation. and	Comment [A52]: BSG&ER-The addition emphasizes the importance of a democratic society and more closely aligns vertically with language used at other grade levels.
	Comment [A53]: Order is switched to reflect the knowledge and skills statement and the inclusion of rights sets the foundation for the following student expectation.
(17) 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 Texas issues from the past and/or present;	Comment [A54]: BSG&ER-The level of the expectation is raised with an emphasis on active citizenship.
(B) describe the importance of free speech and press in a democratic society; and	Comment [A55]: BSG-The addition is intended to encourage coverage of both modern and past issues.

(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States; and

(B) ~~analyze~~ identify the contributions of Texas leaders, such as James A. Baker III, Henry B. González, ~~Phil Gramm~~ Kay Bailey Hutchison, Barbara Jordan, and Sam Rayburn.

Comment [A56]: BSG&ER-The change of level indicates a realization that analyzing an undefined list of people is problematic and time consuming. The time was reallocated to other areas. Changes and additions to the suggested list of examples includes positive leaders of political, ethnic, and gender diversity.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

(B) describe how people from ~~selected~~ various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; ~~and~~

Comment [A57]: The use of the term "selected" is confusing and implies a predetermined list. The word "various" was chosen to reflect the choices available. Similar changes are suggested at the Grade 4 level.

(C) identify examples of Spanish influence on ~~place names such as Amarillo and Río Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry~~ Texas, such as place names, vocabulary, religion, architecture, food, and the arts; and

Comment [A58]: BSG, CRS, & ER-CRS (1 E (1) and II A (2) The change was made to clarify vague language in the original SE and added additional elements to reflect the broader nature of culture.

(D) identify contributions to the arts by Texans, such as Roy Bedichek, Sandra Cisneros, J. Frank Dobie, Scott Joplin, Elizabet Ney, Amado Peña Jr., and Walter Prescott Webb.

Comment [A59]: Added to address the absence of the rich arts and literature of Texas culture.

(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:

(A) compare types and uses of technology, past and present;

(B) identify Texas leaders in science and technology, such as ~~Roy Bedichek~~, Walter Cunningham, Michael DeBakey, Benjy Brooks, Michael Dell, and C.M. "Dad" Joiner Howard Hughes Sr.;

Comment [A60]: ER – Removed Roy Bedichek because he does not fit in the category. He was added to 19(D).

(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas, such as advancements in the agricultural, energy, medical, computer, and barbed wire, the windmill, and oil, gas, and aerospace industries; ~~on the developments of Texas;~~

Comment [A61]: The list of examples provided was adjusted to focus on individuals who were innovative in their approach to science and technology.

Comment [A62]: BSG-The changes on this SE help clarify the intent and provide a broader and more modern list of examples.

(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources, such as fossil fuels, water, and land; and

(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;~~

Comment [A63]: BSG-The SE is not concise, clear, or measurable.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of sources including electronic technology. The student is expected to:

Comment [A64]: CRS- CRS IV B (1)-Formal addition of "research methodologies" strengthens connections with CRS.

(A) differentiate between, locate, and use primary and secondary sources, such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, ~~and~~ punctuation, and proper citation;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

Comment [A65]: CRS- CRS V B (1)-Added to address proper citation and ethical use of content

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (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; and
- (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.

Source: The provisions of this §113.23 adopted to be effective September 1, 1998, 22 TexReg 7684.

§113.24. Social Studies, Grade 8.

(a) Introduction.

(1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in §113.32 of this title (relating to United States History Studies since Reconstruction (One Credit)). The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence; landmark cases of the U.S. Supreme Court; biographies and autobiographies; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Selections may include excerpts from the letters of John and Abigail Adams, an excerpt from the Seneca Falls Declaration of Sentiments and Resolutions, and poems of the Civil War era. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples. A greater depth of understanding of complex content material

Comment [A1]: SBOE&ER recommendation

Comment [A2]: Added for consistency

Comment [A3]: BSG-The additional sentence clarifies the difference between required content and optional examples in an effort to create vertical continuity.

can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(b) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

(A) identify the major eras in U.S. history through 1877 including colonization, revolution, creation and ratification of the Constitution, early Republic, Age of Jackson, westward expansion, reform movements, sectionalism, Civil War and Reconstruction and describe their defining characteristics;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the Constitution; 1803, Louisiana Purchase, and 1861-1865, Civil War.

Comment [A4]: Added to create an overview of the scope of the course
BSG-Use current TEKS as foundation. Refers to original eras mentioned in the introduction.. These periods are also consistent with various textbooks currently in adoption.

Comment [A5]: Added to emphasize the establishment of the Plymouth colony and signing of the Mayflower Compact

Comment [A6]: SBOE&ER-Added for clarification. ER and SBOE recommendation. These dates represent significant events to introduce the traditional points of reference in U.S. history. Other dates are included in the teaching of student expectations.
IF-Comments were strongly against adding additional dates to the TEKS.

(2) History. The student understands the causes of exploration and colonization eras. The student is expected to:

(A) identify reasons for European exploration and colonization of North America; and

(B) compare political, economic, religious, and social reasons for establishment of the 13 English colonies.

Comment [A7]: BSG& ER feedback

Comment [A8]: ER

(3) History. The student understands the foundations of representative government in the United States. The student is expected to:

(A) explain the reasons for the growth of representative government and institutions during the colonial period;

(B) evaluate analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and

Comment [A9]: Changing the verb to “analyze” offers more variety for measurement, such as cause and effect, inferences, compare and contrast and making generalizations.

(C) describe how religion contributed to the growth of representative government in the American colonies.

(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:

(A) analyze causes of the American Revolution, including the Proclamation of 1763, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;

Comment [A10]: ER-Recommended for addition by expert reviewers. Clarifies specific causes

Comment [A11]: Stands out as a major cause of the Revolution as referenced in the Declaration of Independence: “For imposing Taxes on us without our Consent.” Religion is not mentioned in the grievances.

(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Samuel Adams, Benjamin Franklin, Bernardo de Galvez, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

Comment [A12]: Added because of her role as a voice for women’s rights during the writing of the Declaration of Independence referenced through correspondence with her husband, John. She also represents the sacrifices made by many women during the Revolutionary period.

Comment [A13]: Added because of his contributions as a member of the committee that drafted the Declaration of Independence and as a voice for independence during the Continental Congress

(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; the winter at Valley Forge, and signing the Treaty of Paris of 1783; and

Comment [A14]: Added as an example of Spain’s contribution to the American cause for independence. Among other battles he led, Colonel de Galvez helped to seal off New Orleans from the British and secured the Mississippi River as a means for transporting supplies for American forces.

Comment [A15]: ER-Added because of his strong voice in support of independence and recommended for addition by expert reviewers

Comment [A16]: A number of names could be included on this list. Those included reflect people that are traditionally accepted as significant contributors to the revolutionary effort.

Comment [A17]: SBOE recommendation

Comment [A18]: Added for specificity to distinguish between Treaty of Paris of 1763

(D) analyze the issues of the Philadelphia <u>Constitutional</u> Convention of 1787, including major compromises <u>the Great Compromise and the Three-Fifths Compromise</u> ; and arguments for and against ratification ; and	Comment [A19]: Changed to clarify the purpose of the convention, emphasize the document, and create consistency with common terminology
(E) <u>analyze the arguments for and against ratification</u> .	Comment [A20]: Changed for specificity
	Comment [A21]: Moved to new SE 8.4(E)
(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the Republic <u>and the Age of Jackson</u> . The student is expected to:	Comment [A22]: Moved from 8.4(D) to emphasize the debate surrounding ratification and separate it from the issues discussed at the Constitutional Convention itself
	Comment [A23]: Included for specificity and consistency
(A) describe major domestic problems faced by the leaders of the new Republic such as maintaining national security, creating a stable economic system, setting up the court system, and <u>defining the authority of the central government</u> ;	Comment [A24]: The election of 1800 falls under this SE.
(B) summarize arguments regarding protective tariffs, taxation, and the banking system;	
(C) <u>explain the origin and development of American political parties</u> ;	Comment [A25]: This SE addresses the origin and development of all American political parties. References to specific political parties have been removed in other areas.
(D) explain the causes, of and issues surrounding important events, <u>and the effects</u> , of the War of 1812;	Comment [A26]: Changed for clarity
(E) trace <u>identify</u> the foreign policies of Presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;	Comment [A27]: Changed from "trace" to "identify" because identification allows more opportunities to assess the foreign policy during this time period rather than just placing them chronologically
(F) explain the impact of the election of Andrew Jackson, <u>including expanded suffrage</u> including the beginning of the modern Democratic Party ; and	Comment [A28]: ER. Age of Jackson is included as an era to reflect significant events, including student expectations B, C, D, F and G which represent political, social, and economic shifts in the nation. (states' rights, authority of the President, National Bank, rights of Native Americans, inclusion of the common man in the political process.)
(G) analyze federal and state Indian policies and <u>the reasons for</u> the removal and resettlement of Cherokee Indians during the Jacksonian era, <u>including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears</u> ;	Comment [A29]: Added to create specificity and clarify the expectation
(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:	
(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;	
(B) explain the political, economic, and social roots of Manifest Destiny;	
(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	

(D) explain <u>the causes and effects</u> the major issues and events of the Mexican War and their impact on the United States; and (E) identify areas that were acquired to form the United States.	Comment [A30]: Creates specificity and emphasizes the causes (Manifest Destiny and border dispute) and effects (addition of territory) which solidifies the alignment with the other student expectations in this knowledge and skills statement
(7) 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: (A) analyze the impact of tariff policies on sections of the United States before the Civil War; (B) compare the effects of political, economic, and social factors on slaves and free blacks; (C) analyze the impact of slavery on different sections of the United States; and (D) compare <u>identify</u> the provisions and effects of congressional conflicts and <u>compare the effects of congressional conflicts</u> and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster.	Comment [A31]: Changed to reflect two related expectations. First the student will identify the provisions and then compare their effects
(8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to: (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln; (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter, the battles of <u>Antietam</u>, Gettysburg, and Vicksburg, the announcement of the Emancipation Proclamation, assassination of Lincoln, Lee's surrender at Appomattox Court House and <u>the assassination of Lincoln</u>; and (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.	Comment [A32]: SBOE recommendation. Antietam was the bloodiest single day in the war and more important, it discouraged European nations from recognizing the CSA as an independent nation and gave Lincoln the opportunity to issue the Emancipation Proclamation. Comment [A33]: Assassination of Lincoln moved so events will be in chronological order.
(9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; (B) describe the economic difficulties faced by the United States during Reconstruction;	Comment [A34]: Consolidated with 9(C), which is now 9(B)

~~(E)~~ (B) explain the economic, political, and social problems ~~that faced the South~~ during Reconstruction and evaluate their impact on different groups; and

Comment [A35]: ER

~~(D)~~ (C) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.

Comment [A36]: Added to address the gap between Grade 8 and high school United States history

~~(10) 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 the United States; and~~

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

Comment [A37]: This TEKS and student expectations were moved to 8.29 (I and J). These student expectations are more skills than geographic knowledge.

~~(11)~~ (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

Comment [A38]: Knowledge and Skill statements are re-numbered to reflect folding former TEKS 10 into TEKS 29.

(A) locate places and regions of importance in the United States during the 17th, 18th and 19th centuries;

Comment [A39]: Added to include the colonial period. Time periods before the 17th century fall outside of the scope of this course.

(B) compare places and regions of the United States in terms of physical and human characteristics; and

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

~~(12)~~ (11) Geography. The student understands the physical characteristics of ~~the United States~~ North America during the 18th and 19th centuries and how humans adapted to and modified the environment through the mid-19th centuries. The student is expected to:

Comment [A40]: ER

(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th and 19th centuries;

Comment [A41]: Added to include the colonial period. Time periods before the 17th century fall outside of the scope of this course.

(B) describe the consequences of human modification of the physical environment of the United States; and

(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th and 19th centuries.

Comment [A42]: Added to include the colonial period. Time periods before the 17th century fall outside of the scope of this course.

~~(13)~~ (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:

(A) identify economic differences among different regions of the United States;

(B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and

(C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.

~~(14)~~ (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:

(A) analyze the War of 1812 as a cause of economic changes in the nation; and

(B) identify the economic factors that brought about rapid industrialization and urbanization.

~~(15)~~ (14) Economics. The student understands the origins and development of the free enterprise (capitalism, free market) system in the United States. The student is expected to:

(A) explain why a free enterprise (capitalism, free market) system of economics developed in the new nation; and

(B) describe the characteristics and the benefits of the U.S. free enterprise (capitalism, free market) system during the 18th and 19th centuries.

~~(16)~~ (15) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings on the U.S. system of government;

(B) summarize the strengths and weaknesses of the Articles of Confederation;

(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and

(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.

Comment [A43]: ER-Added on recommendation of expert reviewers and to create consistent language between courses

Comment [A44]: ER-Added on recommendation of expert reviewers and to create consistent language between courses

Comment [A45]: ER-Added on recommendation of expert reviewers and to create consistent language between courses

Comment [A46]: BSG: "Consider age and grade-level appropriateness of material." Detailed study of the Federalist Papers is more appropriate for, and is addressed in, high school government.

~~(17)~~ (16) 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:

(A) summarize the purposes for and processes of amending ~~changing~~ the U.S. Constitution; and

(B) describe the impact of 19th-century amendments including the 13th, 14th, and 15th amendments on life in the United States; ~~and~~.

~~(C) identify the origin of judicial review and analyze examples of congressional and presidential responses;~~

Comment [A47]: Moved to 8.19A to be consistent with knowledge and skills statement

~~(18)~~ (17) Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:

(A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and

~~(B) describe~~ explain ~~historical conflicts~~ constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.

Comment [A48]: ER. Better aligns the SE with the government strand

~~(19)~~ (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:

~~(A) identify the origin of judicial review and analyze examples of congressional and presidential responses;~~

Comment [A49]: Moved from 17(C) to be consistent with knowledge and skills statement. This student expectations addresses judicial review and response to Supreme Court decisions, not amendment of the Constitution.

~~(A)~~ (B) summarize the issues, decisions, and significance of landmark Supreme Court cases including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and

~~(B)~~ (C) evaluate the impact of selected landmark Supreme Court decisions including Dred Scott v. Sandford on life in the United States.

~~(20)~~ (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:

(A) define and give examples of unalienable rights;

(B) summarize rights guaranteed in the Bill of Rights;

(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;

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

(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.

~~(24)~~ (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain the role of significant individuals such as William Penn in the development of self-government in colonial America;

(B) evaluate the contributions of the Founding Fathers as models of civic virtue; and

(C) analyze ~~identify~~ reasons for and the impact of selected examples of civil disobedience in U.S. history such as Henry David Thoreau's refusal to pay a tax.

~~(22)~~ (21) 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;

(B) describe the importance of free speech and press in a democratic society; and

(C) summarize a historical event in which compromise resulted in a peaceful resolution.

~~(23)~~ (22) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) analyze the leadership qualities of elected and appointed leaders of the United States such as ~~Abraham Lincoln, John Marshall, and~~ George Washington, John Marshall, and Abraham Lincoln; and

(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Susan B. Anthony and Elizabeth Cady Stanton.

Comment [A50]: CRS-Changed to strengthen alignment to College Readiness Standards

Comment [A51]: Suggested examples such as Boston Tea Party and Shay's Rebellion do not fit the definition of civil disobedience, which is defined by the American Heritage dictionary as "refusal to obey civil laws in a effort to induce change in governmental policies or legislation characterized by the use of passive resistance and other non-violent means."

Comment [A52]: Creating connections between historical issues and their relationship to contemporary issues is essential for making the course relevant to students.

Comment [A53]: Changed from alphabetical to chronological order for clarity

Comment [A54]: Added as an additional example of a significant social leader who made important contributions to the women's suffrage movement.

(24) (23) 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 explain their reasons for immigration;
- (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;
- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;
- (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
- (E) identify the political, social, and economic contributions of women to American society.

Comment [A55]: CRS-Added to strengthen alignment to College Readiness Standards.

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

- (A) describe the historical development of the abolitionist movement; and
- (B) evaluate the impact of reform movements including public education, temperance, women's rights, prison reform, and care of the disabled.

(26) (25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:

- (A) trace the development of religious freedom in the United States;
- (B) describe religious ~~influences~~ motivation ~~on~~ for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and
- (C) analyze the impact of the first amendment guarantees of religious freedom on the American way of life.

Comment [A56]: ER-Added the word "motivation" and moved the word "influence" to clarify the meaning of the student expectation as recommended by expert reviewers

~~(27)~~ (26) 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, and literature ~~and drama, that are unique to American culture, such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism,~~ and other cultural activities in the history of the United States;

~~(B)~~ ~~(C)~~ (B) identify examples of American art, music, and literature, that reflect society in different eras, ~~transcend American culture and convey universal themes,~~ and

~~(C)~~ ~~(B)~~ (C) analyze the relationship between fine arts and continuity and change in the American way of life.

Comment [A57]: Stronger examples of art, music and literature can be cited from this period of time.

Comment [A58]: These were added to represent the development of American art, music, and literature and serve as examples of the relationship between art and the time period in which they were created.

Comment [A59]: This can be addressed in SE 27(C).

Comment [A60]: SEs 27(B) and 27(C) were re-ordered for pedagogical clarity.

~~(28)~~ (27) 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:

(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; ~~the Bessemer steel process;~~

(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;

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

(D) explain how technological innovations ~~led~~ brought about economic growth, such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.

Comment [A61]: Replaced Bessemer steel process with interchangeable parts to connect technological innovations and the causes of industrialization

Comment [A62]: Added to expand student understanding of innovations that increased economic development during this time period

Comment [A63]: Added to address westward movement and the building of the Transcontinental Railroad. These changes help to close the gap between the first and second parts of U.S. history.

~~(29)~~ (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:

(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and

~~(B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and~~

~~(C)~~ (B) identify examples of how industrialization changed life in the United States.

Comment [A64]: Added to create continuity between the student expectations

Comment [A65]: This student expectation is adequately covered in 8.29 (A and C).

~~(30)~~ (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;

(E) support a point of view on a social studies issue or event;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and

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

~~(31)~~ (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, ~~and~~ punctuation, and proper citation of sources;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

Comment [A66]: CRS-College Readiness Standards IV B (1)

Comment [A67]: Added for consistency/vertical alignment

Comment [A68]: Moved from the old 10(A)

Comment [A69]: Moved from the old 10(B)

Comment [A70]: Moved from 10 A & B. These student expectations are more aligned to the skill strand.

Comment [A71]: CRS-Added to address College Readiness Standards

Comment [A72]: MV: Added "to avoid plagiarism"

(D) create written, oral, and visual presentations of social studies information.

~~(32)~~ (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(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; and

(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.

Source: The provisions of this §113.24 adopted to be effective September 1, 1998, 22 TexReg 7684.

DRAFT