

Work Group D Recommendations
Social Studies, Texas Essential Knowledge and Skills
Government and Citizenship Strands, Kindergarten – High School

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

June 2018

These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for the **Government and Citizenship strands, Kindergarten – High School**. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple, italicized font with underlines (*new text location*). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

GOVERNMENT AND CITIZENSHIP STRANDS, SOCIAL STUDIES RECOMMENDATIONS TABLE OF CONTENTS

Kindergarten.....	page 2
Grade 1.....	pages 3 – 4
Grade 2.....	pages 5 – 6
Grade 3.....	pages 7 – 8
Grade 4.....	pages 9 – 10
Grade 5.....	pages 11 – 13
Grade 6.....	pages 14 – 15
Grade 7.....	pages 16 – 17
Grade 8.....	pages 18 – 21
United States History Studies Since 1877.....	pages 22 – 24
World History Studies.....	pages 25 – 26
World Geography Studies.....	pages 27 – 28

§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(8)	Government. The student understands the purpose of rules. The student is expected to:		
(A)	identify purposes for having rules; and		
(B)	identify rules that provide order, security, and safety in the home and school.		
(9)	Government. The student understands the role of authority figures. The student is expected to:		
(A)	identify authority figures in the home, school, and community; and		
(B)	explain how authority figures make and enforce rules.		
(10)	Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:		
(A)	identify the flags of the United States flag and the Texas state flag ;	Clarification to exclude the six flags over Texas and to align with current instructional materials at the Kindergarten level. Time reduction is based on Group A estimation of 124 minutes for this SE.	80 minutes
(B)	recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and		
(C)	identify Constitution Day as a celebration of American freedom; and	Removed due to redundancy with SE 1(A) which asks students to identify national patriotic holidays	77 minutes
(C) (D)	use voting as a method for group decision making.		

§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(11)	Government. The student understands the purpose of rules and laws. The student is expected to:		
(A)	explain the purpose for rules and laws in the home, school, and community; and		
(B)	identify rules and laws that establish order, provide security, and manage conflict.		
(12)	Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to:		
(A)	identify the responsibilities of authority figures in the home, school, and community; <u>and</u>		
(B)	identify and describe the roles of public officials in the community, state, and nation. and		
(C)	identify and describe the role of a good citizen in maintaining a constitutional republic.	Removed due to redundancy with 13(A); 14(D) where responsibilities and duties of citizenship are covered. Also, at the first grade level, no SE requires understanding of a Constitutional Republic	90 minutes
(13)	Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:		
(A)	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; <u>and</u>		
(B)	identify historical figures <u>and other individuals who have exemplified good citizenship</u> such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt <u>who have exemplified good citizenship.</u> and	Merged 13(B) and 13(C) to streamline SEs. Removed Benjamin Franklin because he is covered in Third Grade SE 1(B) which identifies him as an individual who helped shape communities. Removed Francis Scott Key because his contribution is covered in Second Grade SE 14(B) which covers the Star Spangled Banner and per work Group B recommendations.	30 minutes

(C)	identify other individuals who exemplify good citizenship.	Merged with 13(B)	129 minutes
(14)	Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:		
(A)	explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;		
(B)	recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;		
(C)	identify anthems and mottoes of Texas and the United States;		
(D)	explain and practice voting as a way of making choices and decisions; <u>and</u>		
(E)	explain how patriotic customs and celebrations reflect American individualism and freedom. and		
(F)	identify Constitution Day as a celebration of American freedom.	Removed due to redundancy with SE 1(A) which asks students to identify national patriotic holidays	78 minutes

§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(11)	Government. The student understands the purpose of governments. The student is expected to:		
(A)	identify functions of governments such as establishing order, providing security, and managing conflict;		
(B)	identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and		
(C)	describe how governments tax citizens to pay for services.		
(12)	Government. The student understands the role of public officials. The student is expected to:		
(A)	name current public officials, including mayor, governor, and president;		
(B)	compare the roles of public officials, including mayor, governor, and president;		
(C)	identify ways that public officials are selected, including election and appointment to office; and		
(D)	identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.		
(13)	Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:		
(A)	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;		

(B)	identify historical figures <i>and other individuals who have exemplified good citizenship</i> such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers , and Sojourner Truth who have exemplified good citizenship ; <u>and</u>	Merged 13(B) and 13(C) to streamline SEs. Removed World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers because they are not appropriate for this grade level and would require significant background and study of WWII and per work Group B recommendations.	30 minutes
(C)	identify other individuals who exemplify good citizenship; and	Moved to merge with 13(B)	115 minutes
(C) (D)	identify ways to actively practice good citizenship, including involvement in community service.		
(14)	Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:		
(A)	recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;		
(B)	identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; <u>and</u>		
(C)	identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam.; and	Removed selected for clarification. Removed US and Texas flags due to redundancy with 14(A) The US and Texas Flags have been covered thoroughly in previous grade levels	67 minutes
(D)	identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Removed due to redundancy in 1(A) which covers celebrations; 14(C) which covers symbols; 17(A) which covers inventiveness; 14(A) which covers customs	143 minutes

§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instruction Time Reduction
(b)	Knowledge and skills.		
(9)	Government. The student understands the basic structure and functions of various levels of government. The student is expected to:		
(A)	describe the basic structure of government in the local community, state, and nation;		
(B)	identify local, state, and national government officials and explain how they are chosen;		
(C)	identify services commonly provided by local, state, and national governments; and		
(D)	explain how local, state, and national government services are financed.		
(10)	Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:		
(A)	identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and		
(B)	describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.	Removed explain to streamline	30 minutes
(11)	Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:		
(A)	identify characteristics of good citizenship; such as including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;	Changed including to such as due to this SE being a review from earlier grade levels. SE 1.13(A) and 2.13(A)	200 minutes
(B)	identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and		

(C)	identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting, <u>and explain their importance.</u>	Moved for clarification	
(12)	Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:		
(A)	give examples of community changes that result from individual or group decisions;		
(B)	identify examples of actions individuals and groups can take to improve the community; and		
(C)	identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.		

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§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(14)	Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:		
(A)	compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and		
(B)	identify and compare characteristics of the Spanish colonial government and the early Mexican governments in Texas and their influence on inhabitants of Texas.	Removed influence on inhabitants of Texas to streamline. Understanding the influence is not necessary to master TEKS 14.	0 minutes
(15)	Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:		
(A)	identify the purposes and explain the importance of the Texas Declaration of Independence, and the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;	Removed to streamline and is not included in current instructional material	25 minutes
(B)	identify and explain the basic functions of the three branches of government according to the Texas Constitution; and		
(C)	identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).		
(16)	Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:		
(A)	explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, and the Alamo, and various missions;	Removed. Not essential to master TEKS 16	20 minutes
(B)	sing or recite "Texas, Our Texas";		
(C)	recite and explain the meaning of the Pledge to the Texas Flag; and		
(D)	describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.		

(17)	Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:		
(A)	identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;		
(B)	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects;		
(C)	explain the duty of the individual in state and local elections such as being informed and voting;		
(D)	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn , Henry B. González, James A. Baker III , Wallace Jefferson, and other local individuals; and	Removed Rayburn and Baker according to low score on Group B Rubric and are both included in 7.18(B) more effectively	
(E)	explain how to contact elected and appointed leaders in state and local governments.		
(18)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:		
(A)	identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and		
(B)	identify leadership qualities of state and local leaders, past and present.		

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(14)	Government. The student understands the organization of governments in colonial America. The student is expected to:		
(A)	identify and compare the systems of government of early European colonists, including representative government and monarchy; and		
(B)	identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.		
(15)	Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:		
(A)	<u>explain the purposes, key elements and importance of the Declaration of Independence</u> identify the key elements and the purposes and explain the importance of the Declaration of Independence;	Changed wording for clarification and uniformity with subsequent SEs	
(B)	explain the purposes of the U.S. Constitution as identified in the Preamble; and		
(C)	explain the reasons for the creation of the Bill of Rights and its importance.		
(16)	Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:		
(A)	identify and explain the basic functions of the three branches of government;		
(B)	identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and		
(C)	distinguish between national and state governments and compare their responsibilities in the U.S. federal system.		

(17)	Citizenship. The student understands important symbols <u>and</u> customs, celebrations, and landmarks that represent American beliefs and principles <u>and that</u> contribute to our national identity. The student is expected to:	Removed to align with removed SE 17(D) and 17(E)	
(A)	explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;		
(B)	sing or recite "The Star-Spangled Banner" and explain its history; <u>and</u>		
(C)	recite and explain the meaning of the Pledge of Allegiance to the United States Flag.;		
(D)	describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and	Removed this SE for streamlining purposes. These national celebrations are covered in other grade levels. This content is too much to cover in this fifth grade survey course.	120 minutes
(E)	explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	Removed this SE for streamlining purposes. These national celebrations are covered in other grade levels. This content is too much to cover in this fifth grade survey course.	60 minutes
(18)	Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:		
(A)	<u>explain why individuals have a duty</u> explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and	Revised for clarification	
(B)	explain how to contact elected and appointed leaders in local, state, and national governments.		
(19)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:		
(A)	explain the contributions of the Founding Fathers to the development of the national government;	Removed due to redundancy with 5.3(B)	60 minutes
(A) (B)	identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and		
(B) (C)	identify and compare leadership qualities of national leaders, past and present.	Removed to streamline	30 minutes

(20)	Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:		
(A)	describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and	Removed to streamline. This committee's understanding was that this SE was not intended for each and every right in each and every amendment to be covered which is why there is an including statement	15 minutes
(B)	describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.		

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§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(11)	Government. The student understands the concepts of limited and unlimited governments. The student is expected to:		
(A)	identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);		
(B)	compare the characteristics of limited and unlimited governments;		
(C)	identify reasons for limiting the power of government; and		
(D)	identify and describe examples review the record of human rights abuses by of limited or unlimited governments such as the oppression of religious, ethnic, and political groups Christians in Sudan.	Clarified to indicate that groups of diverse backgrounds are victims of oppression	
(12)	Government. The student understands various ways in which people organize governments. The student is expected to:		
(A)	identify and give examples of governments with rule by one, few, or many;		
(B)	compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and		
(C)	identify historical origins of democratic forms of government such as Ancient Greece.		
(13)	Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:		
(A)	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and	Moved compare from 13(C) to 13(A)	
(B)	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies. and		

(C)	compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.	Removed due to redundancy with 13(A) and 13(B) for streamlining	250 minutes
(14)	Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:		
(A)	identify and explain the duty of civic participation in societies with representative governments; and		
(B)	explain relationships among rights, responsibilities, and duties in societies with representative governments.		

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§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(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		
(B)	compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and 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; <u>and</u>		
(B)	identify major sources of revenue for state and local governments such as property taxes, sales taxes, <u>bonds</u> , and fees. ; and	Moved bonds from 15(C)	
(C)	describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.	Redundancy in 15(A) and 15(B). Scope of the SE is not grade level appropriate. Included discussion of bonds with 15(B).	135 minutes
(16)	Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:		
(A)	<u>explain</u> identify rights of Texas citizens; and	Added explain verb to align with common classroom instruction most typically happening in schools, and better balance with 16(B).	
(B)	explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.	Removed analyze verb to streamline.	150 minutes
(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, past and present; <u>and</u>		
(B)	describe the importance of free speech and press in a democratic society; and		
(C)	express and defend a point of view on an issue of historical or contemporary interest in Texas.	Redundancy with 21(D) and 21(E)	150 minutes
(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)	identify the contributions of Texas leaders; including such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.	Changed including to such as to streamline, and increase local flexibility,	90 minutes

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(15)	Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, 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, <u>and</u> the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings ; on the U.S. system of government;	Redundancy with 17(A).	30 minutes
(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; <u>and</u> .		
(E)	<u><i>explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.</i></u>	Moved from Citizenship 20(A); the content is better aligned to this Government Strand.	
(16)	Government. The student understands the process <u>purpose</u> of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:	Changed wording to align with proposed streamlining in 16(A). Concept will be covered in depth in GOVT7(E).	
(A)	summarize the purposes for and process of amending the U.S. Constitution; and	Removed wording to streamline and make the scope of the SE more grade level appropriate.	30 minutes
(B)	describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.		

(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)	explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.		
(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;	Removed to streamline and better aligned with the knowledge and skills statement which only addresses the impact of landmark supreme court cases. Redundancy with 18(B).	45 minutes
(B)	summarize the issues, decisions, and significance of landmark Supreme Court cases, including <u>such as</u> Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and	Changed including to such as to streamline the SE and increase local flexibility.	30 minutes
(C)	evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States.		
(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; <u>and</u>		
(C)	explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;	Removed to streamline. Redundancy with similar SEs at lower grade levels. Content is beyond the scope of a United States History Course.	45 minutes
(C) (D)	identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.;		
(E)	summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and	Removed to streamline. Content is beyond the scope of a United States History Course.	45 minutes

(F)	explain how the rights and responsibilities of U.S. citizens reflect our national identity.	Removed to streamline. Redundancy with similar SEs at lower grade levels. Content is beyond the scope of a United States History Course.	45 minutes
(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 Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self government in colonial America;	Move to 15(E).	
(A)(B)	evaluate the contributions of the Founding Fathers <u>to the democratic process</u> as models of civic virtue ; and	Clarified to better aligned with the scope of the TEKS 20. Civic virtue not explicitly addressed in current instructional materials.	
(B)(C)	analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.		
(21)	Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:		
(A)	identify different points of view of political parties and interest groups on important historical and contemporary issues;	Removed to streamline. Contemporary issues are beyond the scope of the Early United States History Course.	25 minutes
(B)	describe the importance of free speech and press in a constitutional republic; and		
(C)	summarize a historical <u>events event</u> in which compromise resulted in a peaceful resolution <u>such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act.</u>	Removed peaceful to clarify that compromises taught throughout the scope of the course sometimes result in future conflict. Added such as examples to narrow the scope of the SE. Selected examples are covered sufficiently in the currently adopted instructional materials.	30 minutes
(22)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:		
(A)	analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and		

(B)	<p>describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, <u>Ulysses S. Grant</u>, Susan B. Anthony, and Elizabeth Cady Stanton.</p>	<p>Removed historical figures to streamline the SE. Decision was based on recommendations from Workgroup B. Added Ulysses S. Grant as an example of a military leader; sufficiently covered in the currently adopted instructional materials.</p>	<p>30 minutes</p>
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§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(19)	Government. The student understands changes over time in the role of government. The student is expected to:		
(A)	evaluate the impact of New Deal legislation on the historical roles of state and federal government;		
(B)	explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;		
(C)	describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;		
(D)	discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and		
(E)	evaluate the pros and cons of U.S. participation in international organizations and treaties.		
(20)	Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:		
(A)	describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and		
(B)	evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.		
(21)	Government. The student understands the impact of constitutional issues on American society. The student is expected to:		

(A)	analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, <u>and</u> Wisconsin v. Yoder, and White v. Regester.	Removed White v. Regester to streamline as it does not exemplify the SE.	20 minutes
(B)	discuss historical reasons why the constitution has been amended; and	Removed to streamline. Redundancy with other SEs throughout the course and other grade levels. Not essential as a stand-alone SE in this course.	120 minutes
(C)	evaluate constitutional change in terms of strict construction versus judicial interpretation.	Removed to streamline. Not essential in this course. Covered in GOVT8(F).	
(22)	Citizenship. The student understands the concept of American exceptionalism. The student is expected to:	Removed to streamline. Content covered in this TEK is beyond the scope of the course; before 1877. Based on numerous comments from teacher and public surveys.	120 minutes
(A)	discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez faire;		
(B)	describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and		
(C)	describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.		
(22) (23)	Citizenship. The student understands efforts to expand the democratic process. The student is expected to:		
(A)	identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;		
(B)	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and		
(C)	explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."	Removed wording to streamline and eliminate vagueness.	30 minutes
(23) (24)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:		

(A)	describe qualities of effective leadership ; and	Removed to streamline and eliminate vagueness. Qualities of effective leadership are not sufficiently addressed in currently adopted instructional materials.	120 Minutes
(B)	evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, and Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.	Removed historical figures to streamline. Decision based on recommendations from Workgroup B.	30 Minutes

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§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(19)	Government. The student understands the characteristics of major political systems throughout history. The student is expected to:		
(A)	identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and		
(B)	identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.		
(20)	Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:		
(A)	explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment <u>French Revolution</u> ;	Removed to streamline. Concepts of Judeo-Christian legal tradition are redundant 20(B). Concepts of English Civil War and Enlightenment are redundant in 20(B) and 9(A). French Revolution clarifies the content discussed later in 20(B,C).	45 minutes
(B)	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;		
(C)	explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, <u>and</u> John Calvin, Thomas Jefferson, and William Blackstone ; and	Removed to streamline. Based on feedback from Workgroup B on historical figures; received low scores for this course. Thomas Jefferson is covered in Grade 8 and Government. William Blackstone is covered in Grade 8.	45 minutes
(D)	explain the significance of the League of Nations and the United Nations.		
(21)	Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:		

(A)	describe how people have participated in supporting or changing their governments;		
(B)	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and		
(C)	identify examples of key persons who were successful in shifting political thought, including William Wilberforce.		
(22)	Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:		
(A)	summarize the development of the rule of law from ancient to modern times;		
(B)	identify the origins influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;	Removed to streamline and narrow the scope of the SE.	45 minutes
(C)	identify examples of politically motivated mass murders <u>such as</u> in Cambodia, China, Latin America, the Soviet Union, and Armenia;	Clarify to allow flexibility in examples of politically motivated mass murder.	90 minutes
(D)	identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur; <u>and</u>		
(E)	identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky , Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	Removed to streamline. Based on feedback from Workgroup B on historical figures; received low scores for this course.	
(F)	assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.	Removed to streamline the scope of the World History course.	90 minutes

§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(13)	Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:		
(A)	interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and		
(B)	compare maps of voting patterns and of political boundaries to make inferences about the distribution of political power.	Clarify that both types of maps are needed to make the comparison.	
(14)	Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:		
(A)	analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;		
(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and		
(C)	analyze the human and physical factors that influence the power to control of territories territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations organized nation groups such as the United Nations (UN) and the European Union (EU).	Remove and clarify to simplify wording based on input from Workgroup A.	
(15)	Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at on local, state, national and international levels. The student is expected to:	Removed to streamline and limit the scope of a World Geography course. Local and State examples are covered in other grades and courses.	
(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at on local, state, national and international levels; and	Removed to streamline and limit the scope of a World Geography course. Local and State examples are covered in other grades and courses.	75 Minutes

(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.		
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