

Work Group D Recommendations
Social Studies, Texas Essential Knowledge and Skills
Culture and Science/Technology/Society Strands, Kindergarten – High School

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

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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 **Culture and Science/Technology/Society 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.

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§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.		
(11)	Culture. The student understands similarities and differences among <u>individuals</u> people . The student is expected <i>to identify similarities and differences among individuals people such as kinship, laws, and religion.</i>	More appropriate terminology to provide clarity and clearly identify vertical alignment. Same change in SEs. An unnecessary example and not developmentally appropriate.	
(A)	identify similarities and differences among people such as kinship, laws, and religion; and	Laws is an unnecessary example and not developmentally appropriate.	30 minutes
(B)	identify similarities and differences among people such as music, clothing, and food.	Move to 12(A)	
(12)	Culture. The student understands the importance of family customs and traditions. The student is expected to:	Redundant terminology and unnecessary for grade level. Same change in SEs.	
(A)	describe and explain the importance of family customs and traditions <i>such as music, clothing, and food</i> ; and	Moved from 11(B). Applies to traditions among families more clearly than among individuals.	No change
(B)	compare family customs and traditions <i>among families</i> .	Clarification of what is being compared.	No change
(13)	Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:		
(A)	identify examples of technology used in the home and school;		
(B)	describe how technology helps accomplish specific tasks and meet people's needs; and		
(C)	describe how his or her life might be different without modern technology.		

§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.		
(15)	Culture. The student understands the importance of family and community beliefs, customs , language, and traditions. The student is expected to:	Redundant terminology and unnecessary for grade level. Customs appears in 4 th Grade 19(B) where the differentiation is more developmentally appropriate. Same change in SEs.	
(A)	describe and explain the importance of various beliefs, customs , language, and traditions of families and communities; and	Unnecessary verbiage.	No change
(B)	explain the way folktales and legends such as Aesop's fables reflect beliefs, customs , language, and traditions of communities.	The illustrative example is not the most representative of family and community.	No change
(16)	Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to:		
(A)	describe how technology has affected changes the ways families live; and	Term better aligns with the KS, same in 16(B).	No change
(B)	describe how technology has affected changes communication, transportation, and recreation. and		
(C)	describe how technology changes the way people work.	Redundant, developmentally appropriate examples covered in 16(B).	55 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.		
(15)	Culture. The student understands the significance of works of art in the local community. The student is expected to:		
(A)	identify <u>examples of local works of art such as</u> selected stories, poems, statues, paintings, <u>or and</u> other <u>forms of expression</u> examples of the local cultural heritage ; and	Clarify that a variety of examples may or may not exist in a local community, also reduces the overall content.	45 minutes
(B)	explain the significance of <u>local works of art such as</u> selected stories, poems, statues, paintings, <u>or and</u> other <u>forms of expression</u> examples of the local cultural heritage .	Clarify that a variety of examples may or may not exist in a local community, also reduces the overall content.	45 minutes
(16)	Culture. The student understands ethnic and/or cultural celebrations <u>of the local community</u> . The student is expected to:	Clarifies the scope of the KS and creates clearer vertical alignment.	No change
(A)	identify the significance of various ethnic and/or cultural celebrations; and		
(B)	compare ethnic and/or cultural celebrations.		
(17)	Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:		
(A)	describe how science and technology <u>has affected</u> change communication, transportation, and recreation; and	Term better aligns with the KS, same in 17(B).	No change
(B)	explain how science and technology <u>has affected</u> change the ways in which people meet basic needs.		

§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.		
(13)	Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:		
(A)	explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and		
(B)	compare ethnic and/or cultural celebrations in the local community with other communities.		
(14)	Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to <u>identify and describe</u> compare <u>the heroic deeds of state and national heroes, such as including Hector P. Garcia, and James A. Lovell, military and first responders, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes.</u>	Verb change is more developmentally appropriate for grade level and reduces time. Change of <i>including</i> to <i>such as</i> allows teachers greater flexibility. Historical figures deletions recommended by Work Group B. Content consolidated from 14(A) and 14(B).	
(A)	identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and	Most content moved to single SE (14(A) in KS).	100 minutes
(B)	identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.	Military and first responder figures consolidated into single SE (14)(A). Deeds of individuals becomes redundant due to revised wording. Four Chaplains deleted at recommendation of Work Group B.	30 minutes
(15)	Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:		
(A)	identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other <u>forms of expression</u> examples of cultural heritage from various communities; and	The change creates vertical alignment between Grade 2 and 3. Current illustrative list lacks sculptors, painters, etc.	No change

(B)	explain the significance of various individual writers and artists such as Carmen Lomas Garza, <u>and</u> Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other <u>forms of expression</u> examples of cultural heritage to various communities.	The change creates vertical alignment between 2 nd and 3 rd grade. Current illustrative list lacks sculptors, painters, etc. Deletion of Bill Martin Jr. based on recommendation of Work Group B.	No Change
(16)	Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:		
(A)	identify scientists and inventors; <u>individuals who have discovered scientific breakthroughs or created or invented new technology such as</u> including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and	Changes serve as clarification to align with KS. Change from <i>including</i> to <i>such as</i> balances out the verb change in SE 16 (B).	90 minutes
(B)	<u>describe</u> identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	Aligning the verb with the intended task.	

§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.		
(19)	Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas <u>culture</u> . The student is expected to:	Addition better clarifies the intent of the KS.	No change
(A)	identify the similarities and differences among various racial, ethnic, and religious groups in Texas;	Too broad and was suggested for deletion by Work Group A.	40 minutes
(A) (B)	identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as <u>Charro Days Festival</u> Cinco de Mayo , Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and	Choose a more relevant example to Texas culture such Charro Days Festival or Diez y Seis.	No change
(B) (C)	summarize the contributions of <u>artists</u> people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	Addition better clarifies the intent of the SE.	No change
(20)	Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:		
(A)	identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;		
(B)	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas; and		
(C)	predict how future scientific discoveries and technological innovations might affect life in Texas.		

§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.		
(21)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
(A)	identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and		
(B)	explain how examples of art, music, and literature reflect the times during which they were created.		
(22)	Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture . The student is expected to:	Addition better clarifies the intent of the KS.	No change
(A)	identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;	Too broad and was suggested for deletion by Work Group A.	40 minutes
(A) (B)	describe customs and traditions of various racial, ethnic, and religious groups in the United States; and		
(B) (C)	summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.		
(23)	Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:		
(A)	identify the accomplishments of notable individuals in the fields of science and technology such as , including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;	Making the list a <i>such as</i> adds flexibility and reduces time.	150 minutes
(B)	identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program;		

(C)	explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and		
(D)	predict how future scientific discoveries and technological innovations could affect society in the United States.		

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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.		
(15)	Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:		
(A)	define culture and the common traits that unify a culture region;	Redundant as part of the process of completing 15(B). Portion moved to 15(B)	45 minutes
(A) (B)	identify and describe common traits that define cultures <u>and culture regions</u> ;	Combined from 15(A)	
(B) (C)	define a multicultural society and consider both the positive and negative qualities of multiculturalism ;	More age appropriate.	500 minutes
(C) (D)	analyze the experiences and evaluate the contributions of diverse groups to multicultural societies; <u>and</u>	More age appropriate and better aligns with 15 (C) and other grades.	100 minutes
(E)	analyze the similarities and differences among various world societies; and	Redundant from KS.	360 minutes
(D) (F)	identify and explain examples of conflict and cooperation between and among cultures.		
(16)	Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. 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 various contemporary societies; and		
(C)	analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the <u>construction</u> use of monumental architecture by religious institutions.	More appropriate term based on usage and provides clarity.	No change

(17)	Culture. The student understands relationships that exist among world cultures. The student is expected to:		
(A)	identify and describe <u>the means of cultural diffusion</u> how culture traits such as trade, travel, and war spread ;	Better clarifies intent of SE	No change
(B)	identify and describe factors that influence cultural change such as <u>improvements in</u> improved communication, transportation, and economic development;	Clarifies intent of SE.	No change
(C)	evaluate the impact of improved communication technology among cultures; <u>and</u>		
(D)	identify and define the impact of cultural diffusion on individuals and world societies. ; <u>and</u>	Redundant as definition is necessary to identify impacts.	No change
(E)	identify examples of positive and negative effects of cultural diffusion.	Redundant to 17(D)	572 minutes
(18)	Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:		
(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;	Not appropriate to the KS and creates time savings. Also part of elementary fine arts instruction.	532 minutes
(B) (C)	describe ways in which contemporary issues influence creative expressions; and		
(C) (D)	identify examples of art, music, and literature that <u>have</u> transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.	Makes SE more developmentally appropriate.	100 minutes
(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)	<u>identify</u> explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.	Reduced scope to gain instructional time.	90 minutes
(20)	Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:		
(A)	<u>identify</u> give examples of scientific discoveries, and technological innovations, <u>and</u> including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;	Use of a more appropriate verb and clarification language.	No change
(B)	explain how resources, belief systems, economic factors, and political decisions <u>affect</u> have affected the use of technology; and	Developmental inappropriate and narrows focus of SE. Second change makes the SE contemporary.	50 minutes
(C)	make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.		

§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.		
(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; and celebrations; and performances;	Clarification as performance are included in activities or celebrations.	No change
(B)	describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;		
(C)	identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and		
(D)	identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.		
(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 Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;		
(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 aerospace industries;		
(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.		
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§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.		
(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;	Clarification and vertical alignment with KS and other grades.	No change
(B)	explain how the relationship between urbanization contributed to and conflicts resulting from differences in religion, social class, and political beliefs;	Clarification of SE intent	No change
(C)	identify ways conflicts between people from various racial, ethnic, and religious groups were addressed resolved ;	More appropriate term to describe actions and outcomes.	No change
(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.		
(24)	Culture. The student understands the major reform movements of the 19th century. The student is expected to:		
(A)	describe and evaluate the historical development of the abolitionist movement; and	Removes redundancy with 24(B).	No change
(B)	evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition , the labor reform movement, and care of the disabled.	Redundant with 24(A)	No change
(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 for immigration and influence on social movements, including the impact on of the first and second Great Awakenings; and	Eliminate redundancy with 23(A) and 2. Corrects factual error in labeling First Great Awakening as social movement.	20 minutes

(C)	analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.		
(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 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;	26(A) is redundant to 26(C). Appropriate example from illustrative list moved to 26(B).	60 minutes
(A) (B)	identify examples of American art, music, and literature that reflect society in different eras <i>such as the Hudson River School artists and transcendentalism literature</i> ; and	Examples moved from 26(A) and additional words added to clarify intent.	No change
(B) (C)	analyze the relationship between <u>the fine</u> arts and continuity and change in the American way of life.	Clarification for consistency with rest of SEs.	No change
(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;		
(B)	analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;	Redundant with 27(D), verb moved to 26(D)	45 minutes
(B) (C)	analyze how technological innovations changed the way goods were manufactured and <u>transported marketed</u> , nationally and internationally; and	Clarification of intent of SE.	No change
(C) (D)	analyze explain how technological innovations brought about economic growth such as <u>the development of how</u> the factory system contributed to rapid industrialization and <u>the construction of</u> the Transcontinental Railroad led to the opening of the west .	Verb moved from 27(B) to maintain rigor. Other changes intended to clarify intent and roles of illustrative example.	No change
(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)	identify examples of how industrialization changed life in the United States.		

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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.		
(25)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
(A)	describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;		
(B)	describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; <u>and</u>	Clarification of language.	No change
(C)	identify the impact of popular American culture on the rest of the world over time; and	Moved verb to 25(D). Remaining language was redundant with 25(D).	No change
(C) (D)	<u>identify and</u> analyze the global diffusion of American culture through the entertainment industry via various media.	Verb moved from 25(C).	No change
(26)	Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:		
(A)	explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, <u>gender</u> , and religious <u>groups</u> minorities as well as women ; in American society;	Clarification and alignment with 26(C)	No change
(B)	discuss the Americanization movement to assimilate immigrants and American Indians into American culture;		
(C)	explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;		
(D)	identify the political, social, and economic contributions of women such as Frances Willard , Jane Addams, <u>Rosa Parks</u> , Eleanor Roosevelt , Dolores Huerta, <u>and</u> Sonia Sotomayor, and Oprah Winfrey to American society; <u>and</u>	First change better aligns SE with KS. Reductions in figures based on Work Group B recommendations. The addition of Rosa Parks who is already covered in instructional materials from 9(C) maintains diversity of illustrative list.	No change

(E)	discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and	Does not fit with the KS as the KS addresses "group" contributions. Suggest moving to 9(B) or deleting.	
(E)(F)	discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Vernon J. Baker, Alvin York, and <u>Raul "Roy" Benavidez</u> .	Factually incorrect due to no female recipients and illustrative list makes other language redundant.	No change
(27)	Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:		
(A)	explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;		
(B)	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; and		
(C)	describe understand the <u>effect impact</u> of technological and management innovations and their applications in the workplace and the resulting productivity enhancements for business and labor such as assembly line manufacturing and time-study analysis , robotics, computer management , and just-in-time inventory management ; <u>and</u>	Separating labor and management into separate SEs for clarity and removed unnecessary example. Moved content to new 27(D).	No change
(D)	<u>describe the effect of innovations in business management in the workplace such as time-study analysis and computer management.</u>	Content moved from 27(C).	No change

(28)	Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:		
(A)	analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system <i>improve the standard of living in the United States</i> , including <i>changes these</i> in transportation and communication, <i>improve the standard of living in the United States</i> ;	Changes made to clarify language and align format with other SEs.	No change
(B)	explain how space technology and exploration improve the quality of life; and		
(C)	<i>describe understand</i> how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	Replaced with a more appropriate and measurable verb.	No change

§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.		
(23)	Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:		
(A)	<u>describe the historical origins and central ideas in the development of monotheism;</u>	Separated to clarify and show development of ideas over time. Create new 23(A) and accept content for old 23(A)	No change
(B)(A)	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, <u>and Sikhism;</u> and the development of monotheism; and	Content moved to new 23(A)	No change
(C)(B)	identify examples of religious influence on various events referenced in the major eras of world history.		
(24)	Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:		
(A)	describe the changing roles of women, children, and families during major eras of world history; and		
(B)	describe the major influences of women <u>during major eras of world history</u> such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.	Phrase moved different place in SE for clarity.	No change
(25)	Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:		
(A)	summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;		
(B)	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;		
(C)	explain <u>how</u> the relationship <u>between among</u> Christianity; <u>and Humanism individualism, and growing secularism</u> that began with the Renaissance; and how the relationship influenced subsequent political developments; and	Simplifies SE and incorporate appropriate disciplinary vocabulary.	No change

(D)	explain how <u>developments in</u> Islam <u>influenced</u> influences law and government in the Muslim world <u>such as secularism, nationalism, and fundamentalism</u> .	Change explains developments to clarify intent of SE and provides example known to exist in at least Holt McDougal and Prentice Hall materials.	No change
(26)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
(A)	identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;	Redundant to content in 26(C)	413 minutes
(A) (B)	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and		
(B) (C)	describe identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	Elevates rigor to a developmentally appropriate level	
(27)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:		
(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200, and in China from the Tang to Ming dynasties;	Minor grammatical change	No change
(B)	summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;		
(C)	explain the impact of the printing press on the Renaissance and the Reformation in Europe;		
(D)	describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and		
(E)	identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.		

(28)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:		
(A)	explain the role of textile manufacturing, and steam technology, development in initiating the Industrial Revolution and the role of the factory system, and transportation technology in advancing the Industrial Revolution;	Clarifies intent of SE	No change
(B)	explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;		
(C)	explain the effects of major new military technologies on World War I, World War II, and the Cold War;		
(D)	explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and		
(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.		

§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.		
(16)	Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:		
(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;		
(B)	describe elements of culture, including language, religion, beliefs, and customs , institutions, and technologies; <u>and</u>	Clarifies language	No change
(C)	explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and	The meaning and intent of this SE was unclear. Designated as non-essential by Work Group A.	184 minutes
(C) (D)	compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.		
(17)	Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:		
(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;		
(B)	describe major world <u>religious beliefs</u> religions , including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;	Change makes the SE inclusive of all the examples.	No change
(C)	compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations <u>such as women, ethnic, and religious minorities</u> ; and	Clarifies language	No change
(D)	evaluate the experiences and contributions of diverse groups to multicultural societies.		

(18)	Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:		
(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;		
(B)	assess causes, <u>and</u> effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;	Better aligns to KS	132 minutes
(C)	identify examples of cultures that maintain traditional ways, including traditional economies; and		
(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast food franchises, the English language, <u>foods</u> , technology, or global sports.	Shows that spread of traits moves both direction.	No change
(19)	Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:		
(A)	evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;		
(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and		
(C)	examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.		
(20)	Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:		
(A)	describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and		
(B)	examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.		