

## Texas Essential Knowledge and Skills in Social Studies

### Introduction

Social studies education in Texas has four overarching goals: To ensure that every Texas public school student achieves a grade-appropriate understanding of:

- **Civics:**  
Students will be familiar with this nation’s foundational documents, the workings of the Texas and federal government, and the political controversies that divided the country and how these conflicts were addressed. Students will also acquire the skills and dispositions essential to engaged and responsible citizenship, including respect for differing opinions.
- **Economics and Finance:**  
Upon graduation, a student should be able to make a realistic budget and understand how to manage money and plan economically for the future. Every student should also understand key economic concepts, a newspaper’s business section, and the development of the Texas and US economies.
- **Geography:**  
Students should understand map conventions, including latitude, longitude, orientation, and scale; be able to locate key locations and events on a map; and be able to draw information from topographical, thematic, navigational, political, religious, and military maps. Students should also understand how people adapted to and modified different geographical environments; how knowledge about geography grew; and understand patterns of migration and how trading patterns and political boundaries have shifted over time.
- **Texas, U.S., and World History:**  
Students should be familiar with key historical concepts, including chronology and change over time; be able to interpret landmark historical documents; understand the major civilizations in world history, and their contributions, systems of belief, economies, and forms of government; and be knowledgeable about major developments in the history of Texas, the United States, and the world, including their causes and consequences. Students should also understand the historical experiences, cultural traditions, achievements, and contributions of the diverse people who make up the population of Texas and the United States. They should also be familiar with key scientific, technological, and medical innovations and the individuals who were responsible for these developments and with important figures in the arts, athletics, governmental leadership, military affairs, and reform who left a lasting mark on Texas and the United States.

## Kindergarten to Grade 2

### ***Civics Literacy***

- Students should be able to describe the holidays, symbols, landmarks and sing or recite the words of traditional songs of Texas and the United States.
- Students should know the value of good citizenship inside and outside school, including respect for rules and the opinions of others, the values of tolerance and mutual respect, and a commitment to honesty and fair play.
- Students should understand the concepts of diversity and unity, and how it is possible for people to be both many and one.
- Students should be introduced to stories about heroes, inventors, scientists, political leaders, reformers, and others who have left their mark upon history and society.

### ***Historical Literacy:***

- Students should be able to distinguish between past, present, and future and apply the words before and after correctly.
- Students should be able to arrange a sequence of events on a simple timeline
- Students should be able to describe the differences and similarities between life in the past and in the present.
- Students should be able to distinguish fact and fiction and history and folklore or legend.
- Students should understand that our holidays, symbols, and landmarks are rooted in past events.

### ***Economic and Financial Literacy:***

- Students should know the kinds of jobs people perform inside and outside the home.
- Students should understand the difference between needs and wants.
- Students should understand the concept of money and the forms that money can take, and the kinds of jobs that people perform to earn money.

### ***Geographical Literacy:***

- Students should understand the meaning of the words used to describe various environments (e.g. continents, hemispheres, , the equator), weather events (e.g. hurricanes and tornadoes), climates (e.g. tropical, temperate, polar), and landforms (mountains, deserts, valleys).
- Students should understand the geographical characteristics of particular environments, including their topography, climate, and resources and how people have adapted to diverse environments.
- Students should be able to identify the location of a city, country, or event on a map or globe.
- Students should be introduced to map conventions, including longitude and latitude and scale.
- Students should be able to key plot events, including trade routes, on a map.

## Grades 3 Through 5

### ***Civics Literacy***

- Students should understand that people can have different customs, religions, and beliefs, and yet still be Texans and Americans.
- Students should learn about people who have left their mark upon history and society and be able to explain these individuals' qualities, accomplishments, and significance.
- Students should learn the importance of human agency, that is, the ability of individuals improve society, increase knowledge, and contribute to the arts through their own efforts and creativity.
- Students should understand the skills associated with leadership and inventiveness, including grit, determination, tenacity, integrity, creativity, and hard work.
- Students should be familiar with individuals and groups that have worked to make Texas and the United States fairer and more just.

### ***Historical Literacy***

- Students should be introduced to the difference between primary and secondary sources, and should be able to locate books and articles about the people and historical events that they study.
- Students should be able to evaluate a piece of evidence for bias or perspective or reliability.
- Students should understand the backstory of the various groups of people that have come to Texas and the United States, and the struggles and hardships they experienced.
- Students should be introduced to the debates surrounding controversial episodes in the past.
- Students should be able to discuss the causes of landmark historical events.

### ***Economic and Financial Literacy***

- Students should understand the concepts of price, saving and spending, consumers and producers, and goods and services, and the function of banks.
- Students should recognize that they must make choices in spending money and can't spend more money than they have.
- Students should understand concepts associated with economic success, including demand, entrepreneurship, risk-taking, and management, and how problems can also be opportunities.

### ***Geographical Literacy:***

- Students should understand the meaning of the words used to describe various environments (e.g. continents, hemispheres, , the equator), weather events (e.g. hurricanes and tornadoes), climates (e.g. tropical, temperate, polar), and landforms (mountains, deserts, valleys).
- Students should understand the geographical characteristics of particular environments, including their topography, climate, and resources and how people have adapted to diverse environments.
- Students should be able to discuss the human impact on the physical environment and how the natural environment has influenced people's ways of life, historical events, and economic development.
- Students should be able to identify the location of a city, country, or event on a map or globe.
- Students should understand map conventions, including longitude and latitude and scale.
- Students should be able to plot historical events and trade routes and the movement of people and goods on a map.

## Grades 6 Through 8

### ***Civics Literacy***

- Students should be able to describe the differences between such systems of government as monarchies, dictatorships, and representative democracies.
- Students should be able to define communism, fascism, and liberalism, and conservatism.
- Students should understand the attributes of effective political leadership citing specific examples from world history including Winston Churchill, Mahatma Gandhi, and Nelson Mandela.
- Students should compare and contrast the attitudes toward free speech and religious liberty under various systems of government.
- Students should understand the development of a distinctive American identity and of ideas about liberty and representative government prior to the Revolution, the debates and compromises that shaped the U.S. Constitution, the new nation's successes in failures in resolving ideological, partisan, and policy differences prior to the Civil War, and the ways that the Reconstruction amendments reshaped the U.S. Constitution.

### ***Historical Literacy***

- Students should be able to explain the causes and discuss the consequences of major historical events.
- Students should be able to distinguish arguments based on facts from those based on opinion.
- Students should understand the concept of multiple factor causation.
- Students should understand the ideas of context and contingency.
- Students should understand how Texas and U.S. history are periodized.
- Students should be able to construct a timeline illustrating the sequence of historical events.

### ***Economic and Financial Literacy***

- Students should be able to make a realistic budget.
- Students should understand how to manage money and plan economically for the future.
- Students should be able to read and understand a newspaper's business section.
- Students should be familiar with the development of the Texas and US economies.

### ***Geographical Literacy***

- Students should be able to use maps to trace patterns of migration and trade.
- Students should understand the movement of ideas, peoples, goods, and diseases geographically.
- Students should be able to relate economies and ways of life to specific geographical environments.

### ***Social Studies Literacy:***

- Students should be able to analyze primary sources for detail, perspective, bias, and context, and be able to describe the source's meaning and significance.
- Students should be able to understand and interpret the information conveyed by a graph or chart.
- Students should be able to present information and make evidence-based arguments clearly and concisely in oral, written, and visual formats.

## Grades 9 Through 12

### ***Civics Literacy***

- Students should be able to describe the rights and obligations of citizens.
- Students should understand the concepts of federalism, separation of power, checks and balances; the structure of government; the roles of the executive, legislative, and judicial branches of government; and the workings of political parties and interest groups.
- Students should understand how the political system tries to resolve conflicts through elections, court rulings, and a process of negotiation and compromise.
- Students should understand how the Texas and U.S. systems of governments strive to balance majority rule and minority rights, individual rights and the common good, public opinion and rule of law, and local and central government.
- Students should be able to describe successful examples of presidential and military leadership and be able to draw conclusions about the reasons why these leaders were effective.
- Students should be able to describe the struggles to make the U.S. a more equal society.

### ***Historical thinking***

- Students should be able to analyze historical sources; place a historical event or controversy into its proper historical context; understand the consequences of key historical events; and make and support a historical argument.
- Students should be able to understand past events and issues in the context of their time rather than simply in terms of present-day values.
- Students should be able to critically evaluate conflicting interpretations of major episodes in the past.
- Students should understand the role of chance, human agency, ideas, and long-term demographic and economic progresses in driving historical events.

### ***Economic and Financial Literacy***

- Students should be able to make a realistic budget.
- Students should understand how to manage money and plan economically for the future.
- Students should be able to read and understand a newspaper's business section.
- Students should be familiar with the development of the Texas and US economies.

### ***Geographical Literacy***

- Students should be able to use maps to trace patterns of migration and trade.
- Students should understand the movement of ideas, peoples, goods, and diseases geographically.
- Students should be able to relate economies and ways of life to specific geographical environments.
- Students should be able to explain how human beings have modified the natural environment and the consequences that have occurred as a result of those modifications.
- Students should understand the impact of geography on events and economic development.

### ***Social Studies Literacies***

- Students should be able to frame and investigate a historical, economic, or geographical question and gather sources that will allow them to answer that question.
- Students should be able to properly cite and acknowledge sources.

- Students should be able to evaluate a historical source for bias, reliability, and credibility.
- Students should be able to formulate an argument, substantiate that argument with evidence and take account of counterarguments, and be able to distinguish evidence-based arguments from opinion.
- Students should be able to interpret and make graphs and charts.
- Students should be able to present information orally, in writing, and visually.

## Comments on Work Group E Draft Recommendations

### African American Studies

1. The purpose of this course is to introduce students to the major themes, issues, and debates in African American history and culture, from its African origins until today.
2. Topics to be covered should include African Americans' African roots, the Middle Passage and the transatlantic slave trade, colonial and antebellum slavery, African American resistance to slavery, African American religious and cultural expression under slavery, the abolition movement, the free black experience, the Civil War, emancipation, Reconstruction, Jim Crow segregation and violence, currents in African American protest including Booker T. Washington, W.E.B. DuBois, and Marcus Garvey, the Harlem Renaissance, the Black influence on American popular culture, the modern freedom struggle, the Black Power and Black Feminist Movements, Black popular culture, the contemporary Black experience, and challenges to inequities today.
3. These topics should be approached through a variety of primary and secondary sources, including slave narratives, ex-slave interviews, oral histories, autobiographies, speeches, essays, documentaries, music, and film.
4. Learning objectives:

Students should be able to explain how African Americans' African roots, including African religions, cultural practices, social customs, ideas, and economies, shaped Black life and culture during the colonial era.

Students should be able to describe the origins of the transatlantic slave trade, its scale, and its negative impact upon Africa and on those who were enslaved.

Students should understand the different forms that slavery took in the different geographic areas, including the Chesapeake, the Carolina and Georgia Lowcountry, and the Northern colonies as well as in Spanish Florida and French Louisiana.

Students should be able to discuss Black American participation in the Revolutionary War and how the Revolution affected attitudes toward slavery and the lives of African Americans.

Students should be able to explain how the democratic, egalitarian ideals of the American Revolution contributed to the growth of anti-slavery.

Students should be able to describe the gradual abolition of slavery in the North and the expansion of slavery in the South after the Revolutionary war.

Students should be able to describe the reasons for the growth in cotton production in the late 18<sup>th</sup> and early 19<sup>th</sup> century and how this fueled the growth of the US economy.

Students should be able to describe life under slavery in the decades before the Civil War along with the various kinds of work that enslaved African Americans were forced to perform.

Students should be able to describe the workings of the domestic slave trade and its impact on Black lives.

Students should be able to discuss the ways in which enslaved African Americans resisted slavery, including day-to-day resistance, flight, organized uprising, and cultural resistance.

Students should be able to discuss the reasons for the rapid growth of the Free Black population, the conditions under which they lived, and how they organized to improve their lives.

Students should be able to describe the role of Black men and women in the abolitionist movement.

Students should be able to discuss slavery's role in the political controversies over the Missouri Compromise, the Nullification Crisis, the Texas Revolution, the Mexican War, the Compromise of 1850, the Underground Railroad, the Fugitive Slave Law, Bleeding Kansas, the Dred Scott decision, and John Brown's Raid on Harpers Ferry Virginia, and how these controversies contributed to the coming of the Civil War.

Students should be able to describe Abraham Lincoln's attitude toward slavery and emancipation and how that changed over the course of the Civil War.

Students should be able to identify key Black leaders of the Civil War era and describe the crucial roles of Black Americans in the Civil War.

Students should be able to describe the impact of Reconstruction upon African Americans life, including its impact on family life, access to land, employment, and education.

Students should be able to describe the role that Blacks played in Southern politics during Reconstruction.

Students should be able to describe the impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments on Black life during the Reconstruction era and afterward.

Students should be able to define Jim Crow and how it was manifest in the form of segregation, disfranchisement, the convict lease system, and lynchings, and how major Black leaders, including Booker T. Washington, Ida B. Wells, and W.E.B. DuBois, struggled to address discrimination.

Students should be able to compare and contrast the ideas and strategies of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey, and between the NAACP and Garvey's Universal Negro Improvement Association.

Students should be able to describe the causes of the Great Migration, how it altered African American life, and the anti-Black race riots (including a riot in Houston) that it prompted.



Students should be able to identify the Harlem Renaissance and the major artists, authors, and musicians associated with this cultural movement.

Students should be able to describe the impact of the Great Depression on African American life and why the Depression led Black voters in large numbers to shift from the Republican to the Democratic party.

Students should be able to assess the extent to which the New Deal did or did not improve the welfare of and expand opportunities for African Americans.

Students should be able to explain how World War II altered the lives of Black Americans as well as the roles that African American played in helping to secure victory in the conflict.

Students should be able to explain the desegregation of the military and of professional sports following World War II.

Students should be able to describe the strategy of Thurgood Marshall and the NAACP Legal Defense Fund in seeking to end segregation.

Students should be able to identify the significance of Emmett Till and of the Sweatt v. Painter and Brown v. Board of Education cases.

Students should be able to describe the role of figures including Rosa Parks and Martin Luther King, Jr., played in attacking segregation, and the significance of the Montgomery Bus Boycott, the Little Rock 9, the sit-ins, and the freedom rides.

Students should be able to identify and state the significance and evaluate the impact of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Fair Housing Act of 1968.

Students should be able to explain the growth of the Black Power movement during the late 1960s and its leaders.

Students should be able to describe the growth and impact of Black political power since the 1960s.

Students should be able to identify the inequalities that Black Americans still experience and why educational opportunity, access to loans, incarceration, and policing remain important issues among African Americans.

## Asian American Studies

1. This course examines the history of Asian immigrant groups from South, East, and Southeast Asia and the Pacific and their American-born descendants from the early 19<sup>th</sup> century to the present.
2. The fastest growing and most diverse group of Americans, Asian Americans differ in their ethnicity, nationality, religion, class, and by generation.
3. Topics include the experience of immigration, U.S. immigration policy, ideas about race and cultural difference, life in urban ethnic enclaves and in rural areas, anti-Asian movements, and nativist discrimination and violence against Asian immigrants, wartime experiences, new waves of post-1965 Asian immigration, and anti-Asian discrimination, cultural representations and ethnic stereotyping, harassment, and violence, and political activism.
4. These topics should be approached through a variety of primary and secondary sources, including oral histories, autobiographies, speeches, essays, documentaries, music, and film.
5. Learning Objectives:

Students should understand the growth of contact and trade between Asia and Europe beginning in the 13<sup>th</sup> century; the subsequent establishment of the first European port-cities, island trading hubs, and coastal fortresses after 1498, when the Portuguese explorer Vasco da Gama landed at Calicut in India; and the emergence of the early European “gunpowder” empires in the late 18<sup>th</sup> century.

Students should understand the interoceanic movement of labor and trade between Asia and the New World beginning in the 1560s and the beginnings of American trade with Asia in the 1780s.

Students should understand the arrival, establishment, and growth of Asian migrant communities in the United States beginning in 1838 and the push-and-pull factors led to the arrival of Chinese, Japanese, Korean, and South Asian immigrants, including Taiping Rebellion, the Opium Wars, the Hakka-Bendi Wars, construction of transcontinental railroad, the California Gold Rush, the Meiji restoration, and recruitment to work in sugar cane fields in Hawai’i.

Students should understand everyday life in the Hawai’ian sugar cane economy, California’s Imperial Valley, and in railroad construction.

Students should understand the factors that led to the annexation of Hawai’i and the occupation of the Philippines.

Students should understand how early Asian immigrants responded to anti-Asian nativism through community building, religion, and legal and political activism.

Students should be able to explain the causes and effects of the passage of the Page Act of 1875, the Chinese Exclusion Act of 1882, and the Gentlemen’s Agreement of 1907.

Students should understand how Supreme Court decision altered the definitions of race to determine citizenship in the cases *United States v. Wong Kim Ark* (1898), *Ozawa v. United States* (1922) and *Thind v. United States* (1923).

Students should understand how the 1917 and 1924 Immigration Acts restricted immigration and how the Tydings-McDuffie Act (1934) effectively ended Filipina/o immigration in exchange for Philippine independence.

Students should be able to evaluate whether the political cartoons of Thomas Nast and Theodor Geisel (Dr. Seuss), supported or opposed Asian inclusion in US society.

Students should understand community formation during the Exclusion era, including the establishment of Chinese American mutual aid societies and hometown associations for cultural support, as well as Chinese American laundries and restaurants as a means of economic survival.

Students should be able to describe how Filipino migrant categorization as wards of the state led to migrant labor networks between Hawai'i, Alaska, and the western United States.

Students should use primary sources to interpret and understand the firsthand experiences of Japanese, Korean, and Okinawan picture brides.

Students should understand the significance of "General Pershing's Chinese" and their later settlement in Texas as a result of their service to the 1917 US Army Mexican Expedition and the establishment of Japanese American rice colonies and cotton farms on the Texas Gulf Coast in the Pre-World War II period.

Students should compare and contrast the experiences of Asian migrants arriving through Angel Island with the experiences of European migrants arriving through Ellis Island using primary sources.

Students should be able to explain the factors that led President Roosevelt to issue Executive Order 9066, which led to the forced relocation of Japanese Americans to incarceration centers, including in Crystal City, Texas, the impact of internment on Japanese Americans; and forms of individual and community resistance against the internment policy.

Students should be able to identify the contributions of Asian American wartime efforts during World War II, including wartime industry efforts, the Chinese War Relief Association (CWRA), and 442nd Regimental Combat Team.

Students should be able to explain how Asian Americans used the legal system to defend and advance their rights in cases including *Hirabayashi v. United States* (1943), *Yasui v. United States* (1943), *Korematsu v. United States* (1944), and *Ex parte Endo* (1944).

Students should be able to explain how US-China relations changed during and immediately after World War II, and the impact of laws including the Magnuson Act of 1943, War Brides Act of 1945, and the Luce-Celler Act of 1946.

Students should be able to describe the increase in Korean immigration to the United States as a result of the Korean War, and the effects of the Vietnam War on the displacement, migration, and resettlement of Cambodian, Laotian, Lu-Mien, Hmong, Tai Diem, and Vietnamese refugees.

Students should understand and analyze the impact of Asian American movements including the birth of Asian American studies, the Asian American women's movement, and redress for the World War II incarceration of Japanese Americans.

Students should understand the role of the 1965 Immigration and Nationality Act (Hart-Cellar Act) in increasing Asia immigration and altering the demographic makeup of Texas and the United States.

Students should understand how Asian Americans leveraged the equal protection clause of the 14th Amendment in *Lau v. Nichols* (1976) and the role of the Refugee Act of 1980 in influencing the socioeconomic and educational outcomes of the first generation of Southeast Asian American refugees.

Students should understand the effects of the 9/11 terrorist attacks and Executive Order 13769 on federal immigration and travel policies, and on the lives of Muslim Americans, Sikh Americans, Arab Americans, and South Asian Americans.

## Mexican American Studies

1. This course examines the history of Mexicans and Mexican Americans in what is now the United States from the era of Spanish colonization to the present. This course emphasizes the essential contributions that Mexicans and Mexican Americans have made to the history and national identity of the United States. Mexican American culture is the product of a distinctive history--a heritage shaped not by the Revolution of the North American British colonies or even the Civil War, but by the Mexican War for Independence, the Mexican War with the United States, the Mexican Revolution, and ongoing struggles over immigration, resources, and education.
2. The story of America's settlement, westward expansion, immigration, organized labor, and civil rights--all acquire new meaning when viewed from the vantage point of Mexican Americans.
3. Topics include the United States's Spanish heritage, missionary activity in New Spain's northern frontier, the consequences of the 1810 Mexican Revolution, Anglo-American trade in the Southwest and migration into Texas, Anglo-American and Tejano relations in Texas, the secularization of the California missions, the Texas Revolution, the post-revolution fate of Tejanos, U.S. westward expansion, the US-Mexican war, the Treaty of Guadalupe Hidalgo and its aftermath, the Protocol of Qu  retaro, land loss in the post-war Southwest, forms of Mexican American resistance to assertions of Anglo-American dominance, the development of community institutions and labor activism during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, immigration restrictions, Depression-era repatriation, Mexican Americans and the New Deal, the Bracero program, discrimination against Mexican Americans in World War II industries, M  ndez et al. v. Westminster School District, La Causa, Chicanismo, and DACA.
4. These topics should be approached through a variety of primary and secondary sources, including oral histories, autobiographies, speeches, essays, documentaries, music, and film.
5. Learning Objectives:

Students should understand that when Anglo-Americans ventured westward, they did not enter uninhabited land. The region had been settled for hundreds of years. Before the Southwest was American, it was Indian and Spanish, and after that, Mexican.

Students should understand that Spain initially brought Europe to the United States's southern and western half, from the Florida Keys to Alaska.

Students should understand Spanish colonists' impact upon the Southwest's economy, environment, and physical appearance.

Students should understand how attitudes toward class and race and relations with indigenous peoples in Spain's northern frontier differed from the English colonies'.

Students should understand the significance and functions of the Spanish mission system, what mission life was like, and how the California mission system was secularized following the Mexican War for independence.

Students should understand the impact of the 1810 Mexican Revolution on the Southwest and how it led to the abandonment of Spain's mercantilist restrictions on foreign commerce and opened the region to trade with and migration from the United States.

Students should understand Tejano-Anglo-American relations in pre-independence Texas, the causes of the Texas Revolution, including slavery, the extent to which the Revolution represented a clash between Mexican and Anglo-Texan cultures, and why the Anglo-Texans and their allies prevailed.

Students should understand how, between 1845 and 1854, the United States acquired half of Mexico, including the areas that would become all or part of the states of Arizona, California, Colorado, Nevada, New Mexico, Texas, Utah, and Wyoming.

Students should understand the causes and significance of the US-Mexican War.

Students should understand the political and economic impact of the annexation of Texas and other parts of the Southwest and of the Treaty of Guadalupe Hidalgo on the regions' Mexican inhabitants.

Students should understand how Mexicans and Mexican Americans struggled to preserve their culture, economy, and traditional rights following the US-Mexican War and be able to identify key leaders in that struggle, including Juan Nepomuceno Cortina, Tiburcio Vásquez, and the legendary Joaquín Murieta, as well as the White Caps in New Mexico.

Students should be able to describe the self-help, mutual aid, and labor organizations that Mexican Americans established in the late 19<sup>th</sup> and early 20<sup>th</sup> century, including LULAC, to advance their interests and protect their rights.

Students should be able to identify the push-and-pull factors that led Mexican migration into the United States to increase sharply beginning in the late 19<sup>th</sup> century.

Students should be able to trace shifts in U.S. policy toward Mexican migration from the 1920s onward, including the creation of the Border Patrol in 1924, so-called "Americanization" efforts during the 1920s, repatriation campaigns during the Great Depression, the Bracero Program, and various immigration law enforcement efforts.

Students should be able to describe the everyday lives of Mexican Americans who worked in the mining, smelting, transportation, and agriculture sectors.

Students should understand the plight of many Mexican Americans during the Great Depression and identify why New Deal legislation had a limited impact on improving the lives of Mexican American farmworkers and others.

Students should understand how Mexican Americans aided the US war effort during World War II and how the conflict heightened political consciousness within the Mexican American community, leading to the establishment of the G.I. Forum in Texas and the Community Service Organization in California.

Students should understand the impact of the 1946 *Méndez et al. v. Westminster School District* decision and the 1982 *Plyer v. John Doe* decision on the education of children of Mexican descent.

Students should recognize the controversy that swirled around the burial of Army Private Felix Longoria in 1949 and be able to state its significance.

Students should be able to identify the struggles that arose during the 1960s to register Mexican American voters, organize farm workers, regain stolen lands, protest school discrimination, and establish Mexican American studies programs, and the key individuals and groups that led those struggles.

## American Indian/Native Studies

1. This course examines the history of the indigenous peoples of Texas and the United States from pre-European contact to the present, emphasizing the ways that native peoples resisted encroachments upon their lands, rights, and sovereignty, sought to preserve and revitalize distinct cultures, and adapted to shifting circumstances.
2. A key theme in such a course is the active agency of native peoples.
3. Topics covered include the diversity of native cultures, belief systems, languages, kinship systems, forms of social organization, and cultural practices, US policies that displaced native cultures from their homelands and undercut Tribal sovereignty, shifting conceptions of Tribal and US citizenship, the challenges and inequities that today's native peoples face,
4. These topics should be approached through a variety of primary and secondary sources, including oral histories, autobiographies, speeches, landmark court cases, stories, songs, poetry, essays, documentaries, and film.
5. Learning Objectives:

Students should be able to identify on a map earlier locations of American Indian/Native Nations and the historic migrations to new areas that comprise contemporary homelands.

Students should be able to identify the original Tribal names and meanings of Native lands and the ongoing misuse, exploitation, and erasure of the ancestral place names shown on maps and historical markers.

Students should be able to compare and contrast American Indian/Native nations land stewardship practices to settler-colonial concepts of land use including land commodification and individual property ownership.

Students should understand the significant of figures including Pontiac, Black Hawk, John Ross, Mangas Coloradas, Sacagawea, Tecumseh, Quannah Parker, Wakova, Buffy Sainte Marie, Deb Haaland, Leonard Peltier, Louise Erdrich, and Vine Deloria, Jr.

Students should be able to analyze from American Indian/Native perspectives of the Treaty of Paris (1763, 1783); the Northwest Ordinance (1787), Indian Removal Acts, and the Indian Appropriations Act (1871).

Students should be able to analyze from American Indian/Native Nations perspectives upon key events in US westward expansion including Stephen F. Austin's Karankawa extermination policy, Grant's Peace Policy, the Battle of Greasy Grass (Battle of Little Bighorn), the extermination campaign against the ʘeh'pai Ndé (Lipan Apache) in Texas, the Ghost Dance, and the Wounded Knee Massacre.



Students should be able to analyze from American Indian/Native perspectives of assimilation policies, including Indian Boarding Schools, The Dawes Act of 1887, and Indian Citizenship Act 1924, and the Indian New Deal.

Students should be able to analyze from American Indian/Native perspectives on the Meriam report of 1928, Indian Reorganization Act of 1934, Kansas Act of 1940, Indian Relocation Act of 1956, Voting Rights Act 1965, House Concurrent Resolution 108, and various termination acts, and how the establishment of the Commission for Indian Affairs in Texas in 1965 and its termination in 1989 affected Tribal sovereignty.

Students should be able to describe the contributions of significant groups and societies, including National Congress of American Indians (NCAI) 1944, National Indian Youth Council 1961, and the wartime Code Talkers.

Students should be able to describe how American Indian/Native Nations activism impacted U.S. Federal Indian Policy including Indian Civil Rights Act 1968, Indian Child Welfare Act 1978, American Indian Religious Freedom Act 1978, Indian Gaming Regulatory Act 1988, Native American Language Act 1990, and Voter ID Law 2016

American Indian/Native resistance and self-determination efforts such as Native rights activism, land rights activism, Occupation of Wounded Knee 1973, Standing Rock 2016, Red Nations Protest to Entrada 2020, ongoing border disputes with American Indian/Native nations, and missing and murdered indigenous women, and of activist groups including the American Indian Movement (AIM), White Roots of Peace (WRP), Missing and Murdered Indigenous Women Coalition, Peace and Dignity Journeys, and water protectors

Students should be able to identify and state the significance of such expressions of sovereignty and revitalization of cultures including Indigenous Peoples Day, American Indian Heritage Day in Texas (83R HB 174), and protests against race-based mascots, and campaigns for American Indian/Native control of media representations.

Students should be able to compare and contrast American Indian/Native lives in urban communities, rural communities, Tribal communities, and reservation communities.

Students should be able to discuss approximately when and where the ancestors of today's native peoples arrived in the New World and how these people adapted to extraordinarily diverse environments, create their own rich and sophisticated cultures independent of outside influences, and establish elaborate trading networks and sophisticated religious systems.

Students should be familiar with the magnificent ancient cultures to be found north of Mexico, from the Alaska tundra to the dense evergreen forests of the Pacific Northwest, from the arid deserts of the Southwest to the rich river valleys of the Southeast and the eastern woodlands, where prehistoric Native peoples established complex cultures, ingeniously adapted to diverse conditions.

Students should be able to discuss the diversity of native cultures at the time of contact in terms of belief systems, kinship arrangements, cultural practices, gender roles, housing, and economies.

Students should be able to discuss the impact of early contact with European colonists, including exposure to deadly epidemic diseases, warfare, land loss, and enslavement, as well as transformations that took place in the natural environment as Europeans cleared huge tracts of forested lands, introduced Old World weeds, cattle, goats, horses, sheep, and swine.

Students should be able to compare and contrast Spanish, French, and English relations with native peoples, and explain why relations with the English were generally more violent.

Students should understand the impact upon native peoples of the European contests for empire and furs in North America.

Students should be able to explain Indian policy's role as a cause of the American Revolution, how native peoples participated in the Revolution, and the war's consequences for native peoples, including land loss.

Students should be able to describe the strategies that native peoples adopted in Revolution's wake, including physical resistance, cultural adaptation, and efforts to forge pan-Indian alliances.

Students should be able to explain why the United States adopted the callous, morally indefensible policy of Indian Removal, how this policy was implemented, and its impact on native peoples including the Cherokees, Chickasaws, Choctaws, Creeks, Sauk and Fox, and Seminoles.

Students should understand the role of the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles in the Civil War, and the consequences for these peoples of the Confederacy's defeat, as well as wartime violence directed against the Santee Sioux in Minnesota and the Cheyenne at Sand Creek, Colorado.

Students should be familiar with the tragedy of the Texas, California, and Plains Indians, and the reasons why the military balance of power shifted against native peoples due to the introduction of the six-shooter and the repeating rifle, the mass slaughter of bison, and the introduction of winter campaigns against native bands.

Students should understand the significance of the Ghost Dance and how US efforts to suppress the Ghost Dance religion led to the Wounded Knee massacre.

Students should understand the significance of the introduction of private and Tribal boarding schools for native children, with its goal of eradicating Tribal identities.

Students should understand the impact of Congress's 1871 Congress decision to declare that Tribes were no longer separate, independent governments and of the 1887 Dawes Act,

which allotted arid, largely infertile reservation lands to individual Indians in units of 40 to 160 acres, while selling remaining land to whites.

Students should understand the significance of the Indian New Deal, which sought to drive improvements in Indian agriculture, education, and health care, and how the Indian Reorganization Act, passed in 1934, encouraged reservation Indians to take a more active role in managing their own affairs, by providing for the election of tribal councils to represent the tribes with state and federal governments.

Students should understand the impact of World War II on native peoples, as tens of thousands took jobs off reservations in shipyards, lumbering, canneries, mines, and farms.

Students should be familiar with the formation of the National Congress of American Indians, the first major inter-Tribal organization, in 1944; the establishment in 1946 of the Indian Claims Commission to compensate Indians for fraud or unfair treatment by the federal government.

Students should be familiar with the Red Power movement of the 1960s and 1970s and its efforts to enforce treaty rights and assert Tribal sovereignty, and its successes including the 1972 Indian Education Act, which gave Indian parents greater control over their children's schools, the 1976 Indian Health Care Improvement Act, the 1978 Indian Child Welfare Act, which gave tribes control over custody decisions involving Indian children, and the 1978 congressional resolution on American Indian Religious Freedom directed federal agencies to respect traditional Indian religions.

## Work Group D

### Kindergarten

- Civics: Kindergartners should learn the value of citizenship inside and outside school: Being respectful of other people and their property; and the importance of listening, following rules, and being honest and responsible.
- History: Kindergartners should learn about Texas's and the United States's symbols, celebrations, traditions, and through stories encounter the state and nation's greatest heroes.
- Economics and Financial Literacy: Kindergartners should learn about the kinds of jobs people perform.
- Geography: Kindergartners should learn about their school's layout and the environment surrounding their school.

#### Assessing student learning:

1. Kindergartners should be able to Identify and describe the events or people celebrated during United States national holidays and why we celebrate them.
  - a. Columbus Day
  - b. Independence Day
  - c. Martin Luther King, Jr. Day
  - d. Presidents' Day
  - e. Thanksgiving
  - f. Memorial Day
  - g. Veterans' Day
  - h. Texas Independence Day
  - i. Juneteenth
  - j. Cinco de Mayo
2. Kindergartners should be able to put events in their own and their families' lives in temporal order.
3. Kindergartners should be able to Identify their street address, city or town, and Texas as the state and the United States as the country in which they live. They should also be able to Identify the name of their school.
4. Kindergartners should be able to describe the location and features of places in the immediate neighborhood of their home and school.
5. Kindergartners should listen to poems and stories from American history and folklore (like Henry Wadsworth Longfellow, "Paul Revere's Ride") that illustrate honesty, courage, friendship,

respect, responsibility, liberty, and the wise or judicious exercise of authority, and explain how the characters in the stories show these qualities.

6. Kindergartners should demonstrate an understanding of important Texas and U.S. symbols, including the Texas and U.S. flags and what the colors and shapes represent, and of the national anthem and of the Pledge of Allegiance.
7. Kindergartners should be able to give examples of the kinds of jobs that people do, including work in the home, and explain why people work (e.g. to earn money to buy things and to support and raise their family) and the kinds of things that people buy with the money they earn.

## Grade 1

- Civics: 1st graders should learn the values of good citizenship inside and outside of school, including respect for rules and the opinions of others, and a commitment to honesty and fair play.
- History: 1st graders should learn more about people's traditions and the state and nation's landmarks, traditional songs and folklore, and symbols, including the Alamo, the Texas State Capitol, The U.S. Capitol and White House, the Texas and U.S. flags, the Statue of Liberty, and the bald eagle.
- Economics: 1st graders should learn about money.
- Geography: 1st graders should be able to locate their neighborhood, city, state, and nation on a map, and be able to compare and contrast various kinds of natural environments and how people live in these different environments.

### Assessing student learning:

1. On a map of the United States, 1<sup>st</sup> graders should be able to locate their home town; Washington, D.C. and identify it as the capital of the United States of America; and Austin and identify it as the capital of Texas.
2. 1<sup>st</sup> graders should be able to explain the purpose of rules and laws in the home, school and government.
3. 1<sup>st</sup> graders should be able to explain ways individuals join together to make decisions.
4. 1<sup>st</sup> graders should be able to identify the U.S. Constitutions and Texas Constitution as the agreed-upon sets of rules that govern the country and the state.
5. 1<sup>st</sup> graders should be able to Identify people who have been given the authority to make and enforce rules and laws.
6. 1<sup>st</sup> graders should be able to Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
7. 1<sup>st</sup> graders should be able to Identify and explain the meaning of American national symbols.
  - a. the American flag
  - b. the national motto
  - c. the bald eagle
  - d. the White House
  - e. the Statue of Liberty

8. 1<sup>st</sup> graders should recite the Pledge of Allegiance, explain its general meaning, and sing national songs including America the Beautiful, My Country, 'tis of Thee, God Bless America, and The Star-Spangled Banner and explain the general meaning of the lyrics.
9. 1<sup>st</sup> graders should know how to display the American flag properly and explain why it deserves Americans' respect.
10. 1<sup>st</sup> graders should be able to identify and explain the meaning of the Texas flag.
11. 1<sup>st</sup> graders should be able to identify the current Governor of Texas}, describe what governors do, and explain that they get their authority from a vote by the people.
12. 1<sup>st</sup> graders should be able to give reasons for celebrating the events or people commemorated in national and Texas holidays, including Labor Day, Columbus Day, Veterans' Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Flag Day, Independence Day, Texas Independence Day, and Juneteenth.
13. 1<sup>st</sup> graders should be able to identify ways that Americans can demonstrate patriotism (e.g., military service, providing flags for veterans' gravestones, celebrating Independence Day).

## Grade 2

- Civics: 2nd graders should learn the value of good citizenship inside and outside of school, including respect for rules and the opinions of others, and a commitment to honesty and fair play.
- History: 2nd graders should learn about the cultural diversity of Texans and Americans; be introduced to the historical experiences of these diverse groups and to the struggles that they faced and their traditions and cultural contributions. Stories of representative individuals should be highlighted.
- Economics: 2nd graders should learn about the difference between needs and wants, the various forms that money can take, cost and price, the need to make choices to meet their needs, saving and spending, consumers and producers, goods and services, and banks.
- Geography: 2nd graders should be able to locate their neighborhood, city, state, and nation on a map, and be able to compare and contrast various kinds of natural environments and how people live in these different environments. Students should also be introduced to the concept of migration.

### Assessing student learning:

1. After reading or listening to folktales, legends, and stories dealing with the United States and Texas (e.g., Johnny Appleseed, Paul Bunyan, Davy Crockett, John Henry, and Pocahontas), 2nd graders should be able to describe these figures qualities.
2. Students should be able to identify:
  - various landforms, including mountains, plains, deserts, plateaus, valleys, coasts, rainforests, savannas, steppes, and tundra;
  - various climates, including tropical, dry, temperate, and polar;
  - various climatic events, including hurricanes, monsoons, tornadoes, and typhoons; and
  - key geographical terms and concepts including altitude, Arctic Circle, continent, the equator, glacier, iceberg, ocean and sea, rainforest, river, swamp, time zone, and urban and rural.
3. Students should understand Texas's geographical diversity and how railroads, cattle trails, waterways, and highways and communication tools like telephones and the Internet connect the Texas's various regions.
4. Students should be introduced to the concept of migration and understand why the United States is called "a nation of immigrants." Students should also learn that native peoples and Blacks were forced to move, with native peoples displaced from their homelands and Blacks forced into slavery.



5. Students should be introduced to the explorers who explored Texas, including Alvar Nunez Cabeza de Vaca, Francisco Coronado, and René Robert Cavelier, and Sieur de La Salle, and to Stephen F. Austin who brought many Americans to Texas.

### 3<sup>rd</sup> Graders

- **Civics:** Students will learn about the various forms of government earlier in time, including city states and empires, and how these societies were governed.
- **History:** Students will learn about the rise of major world civilizations and their systems of government, belief systems, and artistic and architectural achievements, including:
  - The Neolithic Revolution and the discovery of agriculture, the development of metal technology, and the rise of early civilizations.
  - The classical civilizations of China, India, and the Mediterranean and their religions and cultural achievements.
  - The peoples and cultures of the New World
  - The emergence of the major world religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam their belief systems, and their influence on the arts, politics, society, and gender roles
- **Economics:** Students will learn about how these early economies functioned and the history of money.
- **Geography:** Students will learn about world geography and the interconnections produced by trade.

#### Assessing student learning:

1. Students will learn about human migration from Africa into Europe, Asia, the Pacific, and the New World.
2. Students will locate continents and oceans on a map and show migration patterns out of Africa.
3. Students will learn about the peopling of the New World, the ways that the ancestors of today's Native Americans adapted to very different geographical environments, and the pre-contact Western hemisphere's diversity of languages, governmental structures, economies, and belief systems.
4. Students will be introduced to the causes, significance, and consequences of the Neolithic Revolution, including the growth of agriculture, the domestication of animals, the growth of crafts, and the formation of the first permanent settlements.
5. Students will learn about the early civilizations that emerged in Mesopotamia, Egypt, the Indus valley, the Yellow River valley in northwest China, and Mesoamerica and Andean South America; their architectural, artistic, literary, technological, and scientific achievements; and their systems of labor and taxation; and the development of social hierarchies, religious institutions, and systems of writing.

6. Students will learn about the large-scale empires and classical civilizations and major religious traditions that arose in the eastern Mediterranean, the Nile Valley, China, India, Mesoamerica and Andean South America, and the area south of the Saharan desert.
7. Students will be introduced to major religions and belief systems, including Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism.
8. Students will learn about the philosophical, scientific, legal, and political ideas and technological innovations introduced in Greece, Rome, China, and India.
9. The causes and significance of the rise of Islamic civilization beginning in the 7th century; how and why it was able to spread so rapidly into Southwest Asia (and later, Southeast Asia), the Mediterranean, and into Africa, India, and China; the causes of the divide between Sunnis and Shi'ites; and its cultural achievements and influence.
10. The causes and impact of the fall of the Western Roman Empire, including the growth of feudalism, manorialism, and serfdom.
11. The economic, political, and social impact of the Bubonic Plague on 14th century Africa, Asia, and Europe.

## 4<sup>th</sup> Grade

- Civics: Students will learn about various forms of government, including empires, monarchies, mixed governments, and representative democracies.
- History: Students should learn about the Renaissance, the Scientific Revolution, the Protestant Reformation, the Age of Exploration, the Columbian exchange, and the beginnings of European colonialism and the transatlantic slave trade.
- Economics: Students should learn about mercantilism and the growth of capitalism.
- Geography: Students should be able to locate key countries and events in world history on a map.

### Assessing student learning:

#### The European Renaissance, Scientific Revolution, and the Reformation

- Students should be able to describe the origins and development of the Renaissance and its impact on architecture, art, education, literature, philosophy, and science.
- Students should be able to describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton.
- Students should be able to describe the impact of Johannes Gutenberg and the printing press.
- Students should be able to describe origins and effects of the Protestant Reformation.
- Students should be able to discuss the impact of the Catholic Counter-Reformation, including its impact on individual religious devotion and missionary activities.
- Students should demonstrate an understanding of the European wars of religion in the 15th and 16th centuries and how these contributed to the emergence of a modern system of secular states.
- Students should be able to define capitalism, describe the development of capitalist practices and institutions in Europe, explain how the growth of capitalism transformed agriculture, trade, manufacturing, and modes of work.

#### Africa, Asia, and the Americas in the Early Modern Era

- Students should be able to describe the reasons for the collapse of Mongol rule in China and the significance of China's Ming dynasty.

- Students should be able to describe the significance of the rise of the Ottoman Empire, the reasons for its expansion into Persia, North Africa, and Eastern Europe, and the importance of its capture of Constantinople.
- Students should understand the expansion of Islam into West and East Africa; the rise and fall of the Mali and Songhay empires; the growth of commercial towns in East Africa; and African participation in Indian Ocean trade.
- Students should understand the rise of the Aztec (Mexico) and Inca empires and their political, religious, and economic institutions.

### **European Expansion and the Columbian Exchange**

- Students should understand the factors that contributed to the European voyages of discovery, long-distance commerce, and overseas conquest.
- Students should be able to describe the impact of the Europe's trans-Atlantic voyages and the movement of peoples, food stuffs, goods, and pathogens that resulted.
- Students should be able to discuss the impact of the transoceanic movement of plants and animals on diets, trade, and the physical environment.
- Students should be able to discuss the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas beginning in the mid-15th century, and be able to explain why the Ottoman empire and societies across Asia were better able to limit European commercial, military, and political incursions than those in the Americas.

### **The Transatlantic Slave Trade and Labor Systems**

- Students should be able to:
  - define slavery
  - European debates about the morality of slavery and Spanish efforts to suppress the enslavement of Amerindians
  - discuss the impact of the slave trade upon west and central Africa
  - describe the living and working conditions of enslaved Africans and their descendants
  - discuss forms of resistance to slavery
- Students should be able to compare and contrast slavery with indentured servitude and serfdom.

## 5<sup>th</sup> Grade

- **Civics:** Students will learn about the decline of monarchies, the rise and fall of empires, the expansion of democracy, and challengers to democracy, including communism and fascism.
- **History:** Students will learn about the Enlightenment, the Age of Atlantic Revolutions, the scientific, industrial, and medical revolutions of the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries, European imperialism, the world wars, the Holocaust and genocide, communist and fascist totalitarianism, the Great Depression, the Cold War, and decolonization.
- **Economics:** Students will learn about different kinds of economies, including a mercantilist economy, a market economy, a planned economy, and a mixed economy. Students will also learn about the impact of the Great Depression and the creation of a new global economic order after World War II.
- **Geography:** Students should be able to locate key countries and events in world history on a map.

### The Enlightenment

- Students should be able to explain the principal ideas of the Enlightenment, including rationalism, secularism, progress, and natural rights.
- Students should be able to describe the importance and major ideas of key Enlightenment thinkers, including John Locke and Jean-Jacques Rousseau.
- Students should be able to describe the contribution of the Enlightenment to new ideas about government.

### The Age of Atlantic Revolutions

- Students should be familiar with why parliamentary power and new ideas about individual liberty arose in England while royal absolutism grew in many other parts of Europe.
- Students should demonstrate an understanding that revolutions spread across the western world in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries from Russia and across Europe to the Caribbean, Central and South and North America.
- Students should understand how the age of revolutions contributed to the ideas of Constitutionalism, citizenship, natural rights, and popular sovereignty.

- Students should be able to explain why the French Revolution occurred, how and why the Revolution grew more radical, ignited a 25 year long war in Europe, and brought Napoleon Bonaparte to power.
- Students should be able to explain the significance of the French and Haitian Revolutions and the differences between those revolutions and the American Revolution.

### **The Industrial Revolution**

- Students should be able to describe the technological improvements that promoted economic development, including the development of crop rotation, the construction of turnpikes, aqueducts, canals, and lighthouses, and innovations in producing cement, porcelain, glassware, and textiles.
- Students should be able to identify the Industrial Revolution, describe its causes, and explain why it began in Britain
- Students should be able to explain the impact of the Industrial Revolution on work and family lives and class distinctions and how industrialization contributed to the growth of labor unions.

### **The Growth of Antislavery Sentiment**

- Students should be able to compare slavery to other forms of forced labor, including serfdom, sharecropping, debt peonage, and contract labor.
- Students should demonstrate an understand the origins and significance of antislavery movements, especially in the northern United States and Britain, including the contributions of Enlightenment ideals, religion, and slave resistance in bringing about an end to the trans-Atlantic slave trade and emancipation.
- Students should understand the degree to which former slaves and their descendants were able to achieve legal equality and economic independence after emancipation in various countries.

### **Nationalism and Other -Isms**

- Students should be able to define the meaning of terms including nationalism, Romanticism, liberal reform, colonialism, imperialism, liberalism, conservatism, socialism, and communism.
- Students should be familiar with the unification of Germany and Italy, and how German unification disrupted the balance of power in Europe.
- Students should understand how nationalism was a source of tension within the Austro-Hungarian and Ottoman empires.

- Students should be able to explain how Britain and France became more liberal nations over the course of the 19<sup>th</sup> century.

### **European Imperialism**

- Students should understand why and how England, France, and the Netherlands became commercial powers in the Indian Ocean region, Southeast Asia, and Indonesia in the 17<sup>th</sup> and 18<sup>th</sup> centuries and how European commercial expansion and missionary activity affected those areas' economies and societies.
- Students should be able to explain why European powers were able to increase their dominance over the world's land surface from 34 percent in 1800 to 84 percent in 1914.
- Students should be able to define the ideas that Europeans used to justify imperialism, including Social Darwinism, Eugenics, and scientific racism
- Students should be able to trace British efforts to assert control over India, the efforts of the Indian population to resist British imperialism, and the impact of British rule on Indian society and economy.
- Students should be able to explain the causes of the mounting internal divisions in China beginning in the late 18<sup>th</sup> century that made it more difficult for China to resist European penetration.
- Students should be able to describe the causes and impact of 19th century European imperialism and its impact on the peoples whose areas were colonized.
- Students should be able to explain why Japan succeeded in rapidly industrializing and modernizing, and trace the country's shifting relationships with the Western powers from the 1850s onward.

### **Late-19<sup>th</sup> and Early 20<sup>th</sup> Century Advances in Science, Technology, Thought, Art, and Communication**

- Students should be able to describe new technologies, including the steamship, the telegraph, the telephone, the electric light, the internal combustion engine, the bicycle, and radio, transformed life in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.
- Student should be able to discuss the impact of the ideas of Charles Darwin, Émile Durkheim, Louis Pasteur, Albert Einstein, Marie Curie, and Sigmund Freud on views of human development, society, the nature of matter, and the psyche.
- Students should be able to describe the influence of Modernism upon literature, music, and the visual arts, and importance of major artists, including Vincent Van Gogh and Pablo Picasso.

### **World War I, the Great Depression, and World War II**



- Students should be able to describe the factors that contributed to the outbreak of World War I, and explain why the war was so lethal, and the war's consequences, including the success of the Russian Revolution, the fall of four empires, the Armenian genocide in the Ottoman Empire, postwar economic and political instability in Germany, and the rise of fascism in Italy.
- Students should be able to explain how World War I contributed to the anti-imperialist struggles for national independence in Ireland, Eastern Europe, the Middle East, India, and elsewhere.
- Students should be able to discuss the economic and social causes of the global depression of the 1930s, and its human impact, and how various governments responded to depression era unemployment.
- Students should be able to explain how the Depression contributed to support for fascism, authoritarianism, and militarism gained support in Germany, Italy, Japan, and Spain, and be able to describe the ideas and policies of Benito Mussolini, Adolf Hitler, and Josef Stalin.
- Students should be able to describe the German and Italian drives for empire in the 1930s, including Italy's invasion of Ethiopia in 1935, German and Italian intervention in the Spanish Civil War, and Germany's militarization of the Rhineland, annexation of Austria and Czechoslovakia, as well as the Stalin-Hitler Pact of 1939, and the German attack on Poland.
- Students should be able to discuss the key battles and events of World War II, including the Battle of Britain, the siege of Leningrad, the battle of Stalingrad, D-Day, the battle of the Bulge, and the Manhattan project
- Students should be able to discuss the leadership of Winston Churchill and Franklin D. Roosevelt during World War II.
- Students should be able to discuss the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism and 19th century ideas about race and nation.

### **The Cold War**

- Students should be familiar with the efforts to create a new rules-based international order following World War II by creating institutions that included the United Nations.
- Students should be able to summarize the factors that contributed to the Cold War, including disputes over the control of nuclear weapons, the postwar fate of Germany, Soviet expansion in Eastern Europe, and the differences between democracy and communism.
- Students should be able to describe the U.S. policies during the Cold War, including the Containment policy, the Truman Doctrine, the Marshall Plan, and the formation of NATO.
- Students should be able to describe key events of the Cold War era, including:
  - the Berlin Airlift

- the 1956 uprising in Hungary
  - the 1961 construction of the Berlin wall
  - the 1962 Cuban missile crisis
- Students should be able to identify the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe

### **Decolonization**

- Students should be able to discuss Chinese resistance to European imperialism, and be able to describe such significant events in Chinese history as the Opium War, the Taiping rebellion, the Boxer Rebellion, the Long March, the Great Leap Forward, and the Cultural Revolution.
- Students should demonstrate familiarity with the growth of nationalist sentiment in Africa, Asia, and Mexico and Latin America and with the ideas and strategies of figures including Álvaro Obregón, Lázaro Cárdenas, Sun Yat-Sen, Mao Tse-Tung, Mahatma Gandhi, Ho Chi Minh, Patrice Lumumba, Fidel Castro, and Nelson Mandela. as well as the Meiji Restoration in Japan.