

Social Studies TEKS Review Work Groups A and C Draft Recommendations

Work Groups A and C Draft Recommendations, High School
Texas Essential Knowledge and Skills (TEKS) Social Studies

The document reflects draft recommendations for the new social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work group for high school.

Proposed additions are shown in green font with underline (additions). 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*). Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

KS: knowledge and skills statement

SE: student expectation

CA: content advisors

CCRS: college and career readiness standards

HIGH SCHOOL SOCIAL STUDIES

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§113.71 ~~113.41~~. United States History Studies ~~Since 1877~~ (One Credit), Adopted 2022 2018.

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. Students shall be awarded one unit of credit for successful completion of this course.</u>	TEA Comment: In response to SBOE and content advisor (CA) feedback, the work group recommends reorganizing the course into chronological strands by era. SBOE and CA Feedback: Chronological organization Because we are including an Early American overview, it is necessary to strike the dates of the course to create clarity.
(b)	<u>Introduction. In United States History Studies, students will build on knowledge and skills gained in previous grade levels to deepen the ability to make informed decisions, understand the function of a free enterprise society, and appreciate the basic democratic values of our state and nation. The course covers content from Reconstruction to present, with a review of material before the Civil War to give context to the threads that will be studied in the course. The standards are clustered into historical eras that emphasize major events, transitions, and themes in U.S. history. The dates for each era are not intended to be limiting or restrictive. The purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods of time. The eras are Foundations in U.S. History, 1776-1877; Rise of the Industrial United States, 1876-1920; Rise of a World Power, 1870-1920; U.S. Prosperity, Depression and Conflict, 1920-1945; A Nation in Transition, 1945-1991; and Modern America, 1991-2020. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.</u>	Pulled from existing intro but mostly written new.
(1)	History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:	
(A)	analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights;	The meaning and values of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights are taught in context throughout the course and will additionally be taught in Middle School and Government

(B)	analyze and evaluate the application of these founding principles to historical events in U.S. history; and	The meaning and values of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights are taught in context throughout the course and will additionally be taught in Middle School and Government
(C)	explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."	The meaning and values of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights are taught in context throughout the course and will additionally be taught in Middle School and Government
(1)	<u>Foundations in U.S. History, 1776-1877. The student understands the foundations of U.S. history and can explain historical context for course content. The student is expected to:</u>	Added Foundations in U.S. History, 1776-1848 knowledge and skills to serve as a foundational unit and to provide historical context to help inform topics in later knowledge and skills. Celebrate Freedom Week is embedded in this knowledge and skills. CCRS: I.B.1. Examine how and why historians divide the past into eras.
1-A (A)	<u><i>analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; (C/G, H)</i></u>	CCRS: IV.A.3. Evaluate sources from multiple perspectives.
(B)	<u>Analyze the recommendations outlined in George Washington's Farewell Address and evaluate the extent to which early leaders adhered to them (C/G, H)</u>	TEKS Guide: political parties, sectionalism, foreign alliances CCRS: IV.C.1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically. CCRS: IV.A.2. Situate an informational source in its appropriate contexts

		(contemporary, historical, cultural.
(C)	<u>Explain the contributions of inventions and innovations in the communication and transportation industries, fueling the Market Revolution (E, G, H)</u>	CCRS: I.C.2. Evaluate changes in the functions and structures of government across time.
(D)	<u>Identify reasons for continued U.S. expansion, including religious motives, economic opportunities, and geopolitical power, resulting in the ideology of Manifest Destiny (C/G, E, G, H)</u>	CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.
(E)	<u>Explain how the Second Great Awakening contributed to social reforms, including abolitionism, women's rights, the temperance movement, and universal white male suffrage (C/G, E, H)</u>	Expectation that students have studied previously and have the chance to revisit CCRS: I.C.3. Explain and analyze the importance of civic engagement.
(F)	<u>Identify the impact of expansion on Indigenous populations including displacement, war, and the spread of disease (G, H)</u>	TEKS Guide: War of 1812, the Trail of Tears
(G)	<u>Explain the failure of the U.S. government to settle the issue of slavery, including the Compromise of 1850 and Dred Scott v. Sandford (C/G, H)</u>	CCRS: I.C.3. Explain and analyze the importance of civic engagement.
(H)	<u>Explain the direct causes of the Civil War including the continued expansion of slavery, the expansion of abolitionism, and increase of sectionalism which created political fracturing (E, G, H)</u>	TEKS Guide: 9 th Amendment, 10 th Amendment
(I)	<u>Describe efforts by the federal government to improve civil rights for African Americans, including the Emancipation Proclamation, the 13th, 14th, and 15th Amendment, and the Freedmen's Bureau (C/G, H)</u>	CCRS: IV.C.1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.

(2)	<u>Rise of the Industrial United States, 1876-1920. The student understands how the end of Reconstruction impacted society. The student is expected to:</u>	<p>“and the closing of the frontier impacted settlement and migration.” - Move to Middle School</p> <p>CA Recommendation #5, Framework #2 and Survey feedback: greater diversity needed in the TEKS; addressed in new 2.A and 2.C CCRS: I.B.1. Examine how and why historians divide the past into eras.</p>
(A)	<u>analyze the effects of “the New South” on diverse populations, including sharecropping, convict leasing, Black Codes, white supremacy, and the creation of the <i>Ku Klux Klan</i> (E, H);</u>	<p>Include in both US History Since 1876 and African American Studies (113.51); 4D: violence and extremism (lynching) SB3, Sect 9 (11): history of white supremacy CA Recommendation #5- Framework #2: include greater depth of topics.</p> <p>Rationale: bridging the gap between 8th grade Reconstruction and Plessy v. Ferguson (current TEKS)</p> <p>Streamlined and combined TEKS: 9.A and 9.B Early Civil Rights</p>
(B)	<u>Illustrate using maps African American responses to the end of Reconstruction, including the Exoduster Movement and the <i>Great Migration</i> (E, G, H);</u>	<p>CCRS: I.A.1. Use the tools and concepts of geography appropriately and accurately.</p> <p>CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.</p>

<p><u>(C)</u></p>	<p><u>explain <i>Plessy v. Ferguson</i> and its impact on the codification of <i>Jim Crow</i> laws; (C/G, H)</u></p>	<p>Streamlined and combined TEKS: 9.A: political organizations (NAACP) 9.B: obstacles to civil rights (Jim Crow)9.C: Plessy v. Ferguson 20. A: court cases (Plessy) Include in both US History Since 1876 and African American Studies (113.51)</p> <ul style="list-style-type: none"> • 4.C: paths/challenges faced (Wells,DuBois, NAACP) • 4.E: impact of Plessy v. Ferguson, JimCrow laws • 4.F: Jim Crow affected life <p>SB3, Sect 9 (11): history of white supremacyCA: Recommendation #5 (greater depth of topics)</p>
<p><u>(D)</u></p>	<p><u>Compare the influence of Booker T. Washington, <i>W.E.B. DuBois</i>, and <i>Ida B. Wells</i> on African American social and economic progress in the early 20th century. (C/G, E, H)</u></p>	<p>Emmitt Till Antilynching Act has become federal law 2022 SB3, Sect 9 (11): history of white supremacyCA: Recommendation #5 (greater depth of topics)</p> <p>TEKS Guide: creation of the NAACP</p> <p>Streamlined and combined TEKS: 9.A: political organizations (NAACP) 9.B: obstacles to civil rights (Jim Crow)9.C: Plessy v. Ferguson 20.A: court cases (Plessy)</p> <p>CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

(3)	<u>Rise of the Industrial United States, 1876-1920. The student understands how the closing of the frontier impacted diverse populations. The student is expected to:</u>	and the closing of the frontier impacted settlement and migration Move highlighted to Middle School CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Analyze how the Homestead Act and the growth of the railroads impacted farming and Indigenous peoples in the West; (C/G, E, G, H)</u>	Streamlined and combined TEKS: 3.A Indian policies 3.B growth of railroad 13.A Westward expansion 14.A Population growth and distribution 15.A Homestead Act and Transcontinental railroad 25.B Assimilation
(B)	<u>Evaluate the extent to which the reservation system, the Dawes Act of 1887, and the Wounded Knee Massacre contributed to <i>assimilation</i> (CG, H).</u>	Streamlined and combined TEKS: 3.A Indian policies 13.A Westward expansion 25.B Assimilation
(4)	<u>Rise of the Industrial United States, 1876-1920. The student understands the transformation of the U.S. due to rapid industrialization. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Summarize how government practices, the rise of labor unions, and entrepreneurs influenced <i>big business</i> (E, G);</u>	TEKS Guide: Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, J.P. Morgan Rationale: CCRS and recommendation #5, framework #2 deepens student understanding of rise of big business Streamlined and combined TEKS: 3.B: industrialization 3.C: social issues (immigrants) 23.A: leader contributions (Carnegie) 26.A: steel production

(B)	<u>Analyze the positive and negative impacts of <i>scientific discoveries and technological innovations</i> on society; (E, G, H)</u>	Streamlined and combined TEKS: 26.A and 27.A: Science, technology, and society strand
(C)	<u>Identify the relationship between migration patterns, <i>urbanization</i>, and the rise of industry.; (E, G)</u>	Streamlined and combined TEKS: 13.A: rural to urban CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.
(D)	<u>Evaluate how immigration led to the rise of nativism, including the passage of the <i>Chinese Exclusion Act</i>; (C/G, H)</u>	TEKS Guide: migration, Gentlemen’s Agreement Streamlined and combined TEKS: 13.A: rural to urban 15.C Chinese Exclusion Act CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.
(5)	<u>Rise of the Industrial United States, 1876-1920. The student understands the progressive reform efforts resulting from the rise of rapid industrialization and urbanization. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(15.B) (A)	<u>Current 15.B describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits influence of <i>laissez-faire</i>, Sherman Antitrust Act, Interstate Commerce Act, and the Pendleton Civil Service Reform Pure Food and Drug Act; (C/G, E, H)</u>	15.B

<p><u>(B)</u></p>	<p><u>explain how adverse working and living conditions contributed to the expansion of labor unions, and the temperance and women’s suffrage movements; (C/G, E, H)</u></p>	<p>TEKS Guide: The American Federation of Labor-Congress of Industrial Organizations(AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs; events here, people in TEKS Guide?</p> <p>SB3: women’s suffrage earlier temperance and suffrage efforts culminate in 7KS</p> <p>Streamlined and combined TEKS: 3.B: labor unions 3.C: social issues 13.A: demographic patterns CCRS: I.C.3. Explain and analyze the importance of civic engagement.</p>
<p><u>(C)</u></p>	<p><u>evaluate the extent to which muckrakers brought about change by influencing public opinion during the Progressive movement; (C/G, E, H)</u></p>	<p>TEKS Guide: Upton Sinclair, Jacob Riis, Ida Tarbell, Thomas Nast, Pure Food and Drug Act, child labor laws, expansion of Sherman Antitrust Act</p> <p>CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place.</p> <p>CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</p>
<p><u>(D)</u></p>	<p><u>compare the progressive reforms of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in affecting society; (C/G, E, H)</u></p>	<p>TEKS Guide: Conservation, expanding the power of the presidency, Federal Reserve Act</p> <p>CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>

<u>(E)</u>	<u>Analyze the role of social reform movements in influencing the passage of the 16th, 17th, 18th, and 19th Amendments; (C/G, E, H)</u>	TEKS Guide: expanding the power of the presidency Move populism and the Grange to Middle School
<u>(6)</u>	<u>Rise of a World Power, 1870-1920s. The student understands the causes and effects of the United States' changing role in the world. The student is expected to:</u>	Need to revisit timeframe: course begins 1876 CCRS: I.B.1. Examine how and why historians divide the past into eras.
<u>(A)</u>	<u>explain the geopolitical and economic motives for U.S. influence in Latin America, including how the <i>Roosevelt</i> Corollary represented a change from the Monroe Doctrine; (C/G, E, G, H)</u>	CA: Recommendation #5, Framework #1 and survey recommendation inclusive of “multiple perspectives” Moving open door/China to World History, the U.S. relationship with China will begin with WWII TEKS Guide: Move previous 15C (big stick policy, dollar diplomacy, moral diplomacy), Alfred Thayer Mahan, Theodore Roosevelt, William Taft Intention is not to teach Monroe Doctrine, but it represents change over time Streamlined and combined TEKS: 4.A 4.B 15.C 4.A: expansionism, Roosevelt 4.B: effects, Guam, Hawai'i, Philippines, Puerto Rico 15.C: big stick policy, dollar diplomacy, moral diplomacy 15.D: economic effects of military conflicts CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place. CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.

<u>(B)</u>	<u>describe the positive and negative impacts of U.S. involvement in <i>Panama</i>, <i>Hawai'i</i>, and the <i>Philippines</i>; (C/G, E, H)</u>	Streamlined and combined TEKS: 12.A: Panama Canal
<u>(C)</u>	<u>evaluate the role of media on U.S. involvement in the <i>Spanish American War</i>, including yellow journalism (E, H)</u>	TEKS Guide: yellow journalism, William Randolph Hearst, Joseph Pulitzer, Mark Twain, “you furnish the pictures, I’ll furnish the war” Work Group B Recommendation: Media literacy/Sourcing category Streamlined and combined TEKS: 2.B: Spanish American War (date part cut) 4.A: significant... of Spanish American War
<u>(D)</u>	<u>Analyze the development of the U.S. as a world power, following the <i>Spanish-American War</i> (C/G, E, H)</u>	TEKS Guide: Teller Amendment, Platt Amendment, Streamlined and combined TEKS: 15.D: economic effects of military conflicts CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place. CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.
<u>(7)</u>	<u>Rise of a World Power, 1870-1920s. The student understands the U.S. shift from neutrality to involvement during World War I and its return to isolationism following the war. The student is expected to:</u>	CA: Recommendation #5, Framework #1 Streamlined and combined TEKS: 4.C: causes of WWI and reasons for USentry 4.D: AEF, Pershing, Battle of ArgonneForest 4.F: issues raised by US involvement in WWI CCRS: I.B.1. Examine how and why historians divide the past into eras.

(A)	<u>evaluate the extent to which the U.S. maintained a policy of neutrality before U.S. entry into World War I (C/G, H)</u>	TEKS Guide: rise of militarism, alliance system, policy of neutrality, AEF, John J. Pershing, the Battle of Argonne Forest Streamlined and combined TEKS: 4.D: AEF, Pershing, Battle of Argonne Forest Removed previous 4.C changes Possibly “debate” as a verb CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place.
(B)	<u>discuss the proliferation of propaganda during World War I and analyze its influence on perceptions about the war; (H)</u>	TEKS Guide: the selective service, propaganda, “Over There” song, Espionage, sedition, rationing, selective service
(C)	<u>Analyze the effects of the war on diverse populations in the U.S., including the limitation of civil liberties, the expansion of conscription, and increased volunteerism, during World War I (C/G, E, H);</u>	TEKS Guide: <i>Schenck v. United States</i> , the selective service, propaganda, “Over There” song, volunteerism, Espionage, sedition, rationing, selective service 7.F volunteerism
(D)	<u>compare the goals and outcomes of Woodrow Wilson’s Fourteen Points to the Treaty of Versailles; (C/G, E, G, H)</u>	Streamlined and combined TEKS: 4.F: issues raised by US involvement in WWI 15.D: economic effects of military conflicts CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.
(8)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student will understand the transformation of U.S. society after World War I through the 1920s. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>describe the challenges to civil liberties during the 1920s, including the Palmer Raids and the American Indian Citizenship Act of 1924; (C/G, H)</u>	Streamlined and combined TEKS: 22.B: equality of political rights, American Indian Citizenship Act of 1924
(B)	<u>analyze how nativist sentiment led to immigration quotas and policies (C/G, G, H)</u>	Streamlined and combined TEKS: 15.C: immigration quotas and 9D TEKS Guide: Mexican

		<p>Repatriation Act</p> <p>CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.</p>
(C)	<p><u>analyze how attitudes toward African Americans contributed to the Tulsa Race Massacre, the resurgence of the Ku Klux Klan, and eugenics; (E, H)</u></p>	<p>Tulsa Race Massacre is the official title used by the museum in Tulsa, Oklahoma</p> <p>SB3: “the history of white supremacy, including the institution of slavery, the eugenics movement, and the Ku Klux Klan, and the ways in which it is morally wrong”</p> <p>TEKS Guide: “The Birth of a Nation”</p>
(D)	<p><u>analyze the effects of Prohibition, including bootlegging, unemployment, and the rise of organized crime (E, H)</u></p>	<p>Streamlined and combined TEKS: 20.B: landmark amendments 6.A Prohibition</p>
(E)	<p><u>Analyze the transitioning roles of women in politics, the workforce, education, and within the family; (C/G, E, H)</u></p>	<p>TEKS Guide: 19th Amendment, New Women, flappers, League of Women Voters, writing of the ERA</p> <p>SB3: women’s suffrage movement including 19th Amendments; impact of the women’s suffrage and equal rights movements</p>
(F)	<p><u>analyze how the expansion of mass media impacted public opinion, including the Scopes Trial; (C/G, H)</u></p>	<p>TEKS Guide: shift from newspaper to magazines to radio; Sacco and Vanzetti Trial</p> <p>6A: social issues (Social Darwinism)</p>

(G)	<u>Identify how creative and intellectual accomplishments of the <i>Harlem Renaissance</i> contributed to political activism, African American cultural identity, and the larger national culture (G, H)</u>	TEKS Guide: Streamlined and combined TEKS: 24B: Harlem Renaissance CCRS: I.A.6. Analyze the relationship between geography and the development of human communities.
(9)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands economic developments that affected the U.S. during the 1920s. The student is expected to:</u>	Need to revisit Streamlined and combined TEKS: 16.B: causes of Great Depression 15.C: economic issues immigration quotas CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>analyze the rise of consumerism, <i>speculation</i>, and the use of credit and their impact on the standard of living in the 1920s (E, H):</u>	Streamlined and combined TEKS: 16.B: stock market speculation
(B)	<u>Compare the impact of fiscal policies of <i>Warren Harding</i>, Calvin Coolidge, and Herbert Hoover on <i>economic growth and prosperity</i>. (C/G, E, H)</u>	Streamlined and combined TEKS: 16.A: Harding CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.
(C)	<u>evaluate the underlying weaknesses of the economy that led to the Great Depression, including buying on margin, overproduction of factory and farm goods, tariffs, poor banking practices, and the monetary policy of the Federal Reserve System (E)</u>	Streamlined and combined TEKS: 16.B: monetary policy of Federal Reserve

<p><u>(10)</u></p>	<p><u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government. The student is expected to:</u></p>	<p>Mexican American Studies Standards 7A and 7E: analyze the impact of Mexican Repatriation act TEKS Guide: farm programs, CCC, national parks, 21st Amendment, Repatriation Act with the new 9C</p> <p>Streamlined and combined TEKS: 16.C: deportation, repatriation</p> <p>CCRS: I.B.1. Examine how and why historians divide the past into eras. CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place. CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.</p>
<p><u>(A)</u></p>	<p><u>compare the steps taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis and mass unemployment of the 1930s (C/G, E, H);</u></p>	<p>Streamlined and combined TEKS: 16.D: New Deal policies 18.A, 18.B, 18.C: New Deal impact/policies CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>
<p><u>(B)</u></p>	<p><u>describe the actions taken by local governments and religious and nonprofit organizations to alleviate the human toll of the Great Depression (C/G);</u></p>	<p>TEKS Guide: the Dust Bowl</p> <p>Streamlined and combined TEKS: 25.A and 25.C: various groups shape America</p>
<p><u>(C)</u></p>	<p><u>explain the expanded role of the federal government in society and the economy since the Great Depression, including Federal Deposit Insurance Corporation, Securities and Exchange Commission, Social Security Act, Fair Labor Standards Act, the Works Progress Administration, and the Tennessee Valley Authority (C/G, E, H);</u></p>	<p>Streamlined and combined TEKS: 16.E: New Deal agencies 18.A, 18.B, 18.C: New Deal impact/policies</p>
<p><u>(D)</u></p>	<p><u>evaluate efforts by Franklin D. Roosevelt to ensure the success of his New Deal policies, including attempts to pack the court and fireside chats (C/G);</u></p>	<p>Streamlined and combined TEKS: 18.A, 18.B, 18.C: New Deal impact/policies 19.B: court packing</p>

(E)	<u>Interpret how cultural expressions in art, music and film and literature reflected a changing society between 1920 and 1939 (G, H).</u>	24.A: art, music, film, literature Removed literature to make SE more focused here and allow literature to be covered in ELA.
(11)(7)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the domestic and international factors impact of leading up to U.S. participation in World War II. The student is expected to:</u>	Current Knowledge and Skills #7 is now #10 CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Analyze the rise of authoritarian governments and their impact on U.S. involvement in the growing conflict in Europe (C/G, H);</u>	TEKS Guide: Nuremberg Laws, seizure of Austria and Czechoslovakia, Munich Pact, alternative government styles, Soviet-German non-aggression Pact, Neutrality Acts, Lend Lease, Cash & Carry 7.A: aggression, dictatorships 7.B: relationship with allies
(B)	<u>identify and explain the causes and consequences of Japanese expansion in the Pacific contributing to the attack on Pearl Harbor (G, H).</u>	Streamlined and combined TEKS: 7.A: aggression, dictatorships TEKS Guide: invasion of China, Japan's totalitarian government
(12)	<u>U.S. Prosperity, Depression, and Conflict, 1920-1945. The student understands the United States' role in World War II. The student is expected to:</u>	SB3: civic engagement Rationale for inclusion of specific battles in WWII is increased U.S. impact after WWI Rationale for removing bravery: patriotic military enlistment is bravery CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>evaluate U.S. government and individuals' awareness of and response to increased persecution of Jews over the course of the war (C/G, H);</u>	TEKS Guide: Holocaust/the <i>MS St. Louis</i> , Nuremberg Laws, mobilization, wartime migration, Executive Order 8802, Midway, Okinawa
(B)	<u>explain how World War II inspired high levels of military participation for diverse populations, including the Tuskegee Airmen, Navajo Code Talkers, 442nd Regiment, National Guard Unit 200, and Women's Army Auxiliary Corps (C/G, H);</u>	TEKS Guide: National Guard Units 200 and 515, Women's Airforce Service Pilots; there are many additional examples of military participation by these groups

(C)	<u>compare military challenges faced in the European and Pacific Theaters and how they were resolved (C/G, G, H);</u>	TEKS Guide: include theaters in Africa and Burma CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.
(D)	<u>describe the role of mass media during World War II on the <i>home front</i>, including the <i>purchase of war bonds</i>, increased employment, rationing, and <i>Victory Gardens</i> (C/G, E, H);</u>	TEKS Guide: home front, propaganda, war films, Hollywood 7.F
(E)	<u>analyze the effects of <i>Executive Order 9066</i> on civil liberties, including <i>Korematsu v. US</i> and <i>Ex Parte Endo</i> (C/G, H).</u>	7.C
(F)	<u>Summarize historical arguments regarding the development and use of atomic bombs (C/G, H);</u>	TEKS Guide: chemical warfare, fire bombing, Manhattan Project, Truman, Hiroshima, Nagasaki
(13)	<u>A Nation in Transition, 1945-1991. The student understands the U.S. involvement in international issues, decisions, and conflicts from 1945-1963 during the Cold War. The student is expected to:</u>	World History / 8 th Grade: International Criminal Tribunals; Nuremberg Trials; Tokyo War Crimes Trial CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Compare the geopolitical and economic differences between democracy and communism post-World War II (CG, E, G)</u>	TEKS Guide: define democracy, define communism CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.
(B)	<u>Explain the escalating competition between the US and the Soviet Union to become a world superpower, including international alliances, the arms race, and the space race (C/G, H, E)</u>	
8A (C)	<u>analyze U.S. actions to contain Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin Airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Bay of Pigs invasion resulting in the Cuban Missile Crisis; (G,H)</u>	TEKS Guide: North Atlantic Treaty Organization, United Nations, Warsaw Pact

(D)	<u>explain the Domino Theory as justification for the U.S. involvement in proxy wars, including the Korean War (H)</u>	
(14)	<u>A Nation in Transition, 1945-1991. The student understands the U.S. involvement in domestic issues, decisions, and conflicts from 1945-1963 during the Cold War. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Describe the influence of the Servicemen’s Readjustment Act of 1944 (G.I. Bill) on the Baby Boom, diverse populations, educational opportunities, wealth inequality, redlining, and suburban growth (E, G)</u>	
(B)	<u>Analyze the reasons for the passage of Federal Aid Highway Act of 1956 (National Interstate and Defense Highways Act of 1956) and its impact on economic growth (C/G, E, G)</u>	TEKS Guide: urban sprawl, automobile production
(C)	<u>analyze economic developments including increased consumption and the growth of commercial agriculture (E, G)</u>	
(D)	<u>analyze the resurgence of the Red Scare, including the House Un-American Activities Committee (HUAC), McCarthyism, blacklisting, and the Julius and Ethel Rosenberg trial (C/G, H)</u>	
(E)	<u>Analyze the role of mass media on consumerism, social conformity, and the emerging counterculture (H)</u>	TEKS Guide: television, beatniks, Motown, rock ‘n roll
(15)	<u>A Nation in Transition, 1945-1991. The student understands how individuals, diverse groups, and organizations sought to bring about change in U.S. society through social movements. The student is expected to:</u>	24.A: art, music, film, literature CCRS: I.B.1. Examine how and why historians divide the past into eras. CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place. CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.
(A)	<u>Investigate primary sources to compare diverse approaches in the Civil Rights Movement in the U.S., including “Letter from Birmingham Jail,” “I Have a Dream,” “The Ballot or the Bullet,” the Black Panther Party’s Ten-Point Program, the Brown Beret’s Ten-Point Program (C/G, E, H);</u>	8 th Grade: Standards should include identify and define approaches used by activists; focus should be on the who and the what

		<p>CCRS: IV.A.1. Identify and analyze the main idea(s) and point(s)-of-view in sources.</p> <p>CCRS: IV.A.2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).</p> <p>CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.</p>
(B)	<p><u>Compare the roles, goals, and accomplishments of organizations in supporting social movements, including the National Association for the Advancement of Colored People (NAACP), the American Civil Liberties Union (ACLU), the League of United Latin American Citizens (LULAC), the Southern Christian Leadership Conference (SCLC), the National Organization for Women (NOW), the American Indian Movement (AIM), the Gay and Lesbian Alliance Against Defamation (GLAAD), and other organizations representing diverse populations (C/G, E, H)</u></p>	<p>TEKS Guide: lynching, redlining</p>
(C)	<p><u>Analyze legal and illegal actions of individuals, the Ku Klux Klan (KKK) and other groups to limit rights and opportunities, including intimidation, economic discrimination, hate crimes, and assassinations (C/G, E, H)</u></p>	<p>TEKS Guide: white supremacy, the Federal Marshall deployment to the University of Mississippi</p>
(D)	<p><u>Analyze the role of the executive branch in setting priorities and enforcing legislation that influenced civil rights, including Executive Order 9981 and the 101st Airborne deployment to Little Rock, Arkansas (C/G, H)</u></p>	<p>TEKS Guide: the Individuals with Disabilities Education Act (IDEA), Title IX</p>
(E)	<p><u>Analyze the legislative acts that influenced social movements, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Equal Rights Amendment (ERA), the Indian Civil Rights Act (ICRA), and the Americans with Disabilities Act (ADA) (C/G, H)</u></p>	<p>TEKS Guide: Loving v. Virginia, Baker v. Nelson, Griswold v. Connecticut, Reed v. Reed</p>
(F)	<p><u>Explain the role of the U.S. Supreme Court in both suppressing and aiding civil rights and liberties, including Brown v. the Board of Education of Topeka, Hernandez v. Texas, and Roe v. Wade (C/G, E, H)</u></p>	<p>TEKS Guide: Regents of the University of California v. Bakke</p>

(16)	<u>A Nation in Transition, 1945-1991. The student understands the U.S. response to international issues, decisions, and conflicts from 1964-1991 during the Cold War. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Compare the diplomatic and military strategies of the John F. Kennedy, Lyndon B. Johnson, and Richard Nixon administrations during the Vietnam War (C/G)</u>	TEKS Guide: John F. Kennedy (Geneva Accords), Lyndon B. Johnson (Gulf of Tonkin resolution, Tet Offensive), Richard Nixon (bombing of Laos and Cambodia, Vietnamization, Peace with Honor) CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.
(B)	<u>Describe the efforts to deescalate tensions between the U.S. and communist countries including détente and treaties to limit nuclear proliferation (C/G)</u>	TEKS Guide: SALT I, SALT II, START I, START II, Ping Pong Diplomacy
(C)	<u>Analyze motivations for U.S. interventions in Latin America and the Middle East, including access to oil, limiting the spread of communism, and limiting terrorist activities (E, G, H)</u>	TEKS Guide: Pan Am Flight 103
(D)	<u>Compare the historical arguments regarding Ronald Reagan's Peace Through Strength foreign policy to Mikhail Gorbachev's reform movements on ending the Cold War (C/G, E, H)</u>	TEKS Guide: (D) Strategic Defense Initiative, 1987 Berlin Wall speech, Soviet economic problems, Soviet efforts at reform (glasnost and perestroika), the loss of Soviet control over Eastern Europe, Soviet Afghanistan War; Historiography skill CCRS: IV.B.2. Explain how historians and other social scientists develop new and competing views of past phenomena.

(17)	<u>A Nation in Transition, 1945-1991. The student understands the U.S. involvement in domestic issues, decisions, and conflicts from 1964-1991 during the Cold War. The student is expected to:</u>	8 th Grade: Standards should include the 26 th Amendment CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Identify and evaluate the role of the Great Society in expanding healthcare, improving education, accessing affordable housing, ending poverty, and protecting the environment (C/G, E, H)</u>	TEKS Guide: War on Poverty, Medicaid, Medicare, Head Start, National Endowment for the Arts (NEA), Housing and Urban Development (HUD), Air Quality Act CCRS: I.A.2. Analyze the interaction between human communities and the environment.
(B)	<u>Analyze how the Tet Offensive, Pentagon Papers, Watergate scandal, Iran Hostage Crisis, and Iran Contra Affair eroded public confidence in the office of the presidency (C/G, H)</u>	
(C)	<u>Analyze the causes and effects of the economic issues during the 1970s and explain how Reaganomics addressed these issues (C/G, E)</u>	TEKS Guide: inflation, stagflation, Morning in America, the Crisis of Confidence speech, Whip Inflation Now (WIN), trickle-down economics
(D)	<u>Identify and discuss how the arts served as a reflection and were a vehicle for social change during the Civil Rights Movement, the Vietnam War era, and other social movements (G, H)</u>	CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.
(E)	<u>Explain the causes and effects of changing demographic patterns resulting from migration within and immigration to the U.S. (G, H)</u>	TEKS Guide: Rust Belt, Sun Belt, Immigration and Nationality Act CCR: I.A.4. Evaluate the causes and effects of human migration patterns over time.
(F)	<u>Explain reasons for the growth of the environmental movement, the impact of Three Mile Island accident and the Exxon Valdez oil spill, and the debate over how to balance environmental concerns and economic needs (C/G, E, G, H)</u>	CCRS: I.A.2. Analyze the interaction between human communities and the environment.
(G)	<u>Analyze the debate between liberalism and conservatism including the impact of the counterculture movement, the conservative resurgence, and diverse perspectives over issues, including abortion, Affirmative Action, the War on Drugs, and HIV/AIDS (C/G, H)</u>	TEKS Guide: Environmental Protection Act (EPA), Clean Air Act, Clean Water Act

(18)	<u>Modern America, 1991-2020. The student understands the impact of globalization on international relations with the U.S. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Analyze international developments that impact the U.S., including North American Free Trade Agreement (NAFTA) and the United States-Mexico-Canada Agreement (USMCA), the emergence of China as a world power, the resurgence of Russian influence, and nuclear weapons proliferation in other nations (C/G, E, G, H)</u>	TEKS Guide: relying on global goods/supplychain issues, outsourcing, Russian influence CCRS: I.D.2. Analyze the basic functions and structures of international economics.
(B)	<u>Analyze the motivations for U.S. involvement in the Gulf War (E, G, H)</u>	
(C)	<u>Identify the role of social media in informing the public of international issues including human rights violations and environmental concerns (G, H)</u>	TEKS Guide: Paris Accords, Kony 2012 CCRS: I.A.2. Analyze the interaction between human communities and the environment.
(19)	<u>Modern America, 1991-2020. The student understands the impacts of innovative technologies on the everyday lives of Americans. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Identify and describe how access to innovative technologies impacted quality of life, including the Internet and personal devices (E, H):</u>	
(B)	<u>Analyze the ways mass media and social media affect public perception of domestic issues, including the role of misinformation, bias, and accurate reporting (G, H)</u>	TEKS Guide: five types of misinformation: satire, false content, imposter content, manipulated content, and fabricated content
(C)	<u>Explain the relationship between polarized media and the polarization of political views (C/G,H)</u>	
(D)	<u>Analyze the impact of technology on business practices and changing consumerism (E, H)</u>	TEKS Guide: Amazon, Artificial Intelligence (AI) technology, Global Positioning System (GPS), cellular devices
(20)	<u>Modern America, 1991-2020. The student understands the U.S. response to international and domestic terrorism and increased societal violence. The student is expected to:</u>	CCRS: I.B.1. Examine how and why historians divide the past into eras.
(A)	<u>Explain the impact of terrorist activities on foreign policy, including the War on Terror and the fluctuation of military presence in the Middle East, Afghanistan, and Somalia (C/G,</u>	

	<u>G, H)</u>	
<u>(B)</u>	<u>Explain the impact of terrorist activities on the debate of domestic security and civil liberties(C/G, H, G)</u>	TEKS Guide: World Trade Center attacks in 1993 and 2001, anthrax, USA PATRIOT Act
<u>(C)</u>	<u>Identify and describe societal changes that have resulted from mass shootings, including intensified debates over immigration, racism, and civil liberties (C/G, H, G)</u>	TEKS Guide: 1 st Amendment, 2 nd Amendment CCRS: I.B.2. Identify and evaluate sources and patterns of change and continuity across time and place. CCRS: I.B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.
<u>(D)</u>	<u>Identify and explain the impact of events that led to increased civil unrest and political activism(C/G, H)</u>	
<u>(21)</u>	<u>Modern America, 1991-2020. The student understands how U.S. political groups evolved and responded to the changing needs of society. The student is expected to:</u>	Govt has impact of media/social media on politics/influencing political parties CCRS: I.B.1. Examine how and why historians divide the past into eras.
<u>(A)</u>	<u>Analyze the increased impact of interest groups, third parties, and factions within political parties on elections (C/G, E, G, H)</u>	
<u>(B)</u>	<u>Analyze the socioeconomic policies implemented in response to natural disaster relief, bordersecurity, and public health (C/G, E, G, H)</u>	TEKS Guide: American Recovery and Reinvestment Act of 2009, Affordable Care Act, COVID-19 relief measures, Hurricane Katrina, Hurricane Harvey, California wildfires, Executive Order 13769

§113.72 ~~113.42~~. World History Studies (One Credit), Adopted ~~2018~~ 2022.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	<p><u>World History Studies is an examination of how our present world came about. Due to the expanse of world history and the time limitations of the school year, the scope of this course focuses on five specific time periods starting with the year 1200 CE. This provides students the opportunity to engage in a more in-depth study of world history. Though divided into separate eras, the standards seek to address the ebb and flow of history, which is not neatly divided by years. Strands and traceable concepts provide a framework for students as they identify, describe, and analyze significant historical points of reference and issues that have led to present global conditions. The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints. Traceable concepts and skills are applied across various eras within the standards. These traceable concepts include the following: agriculture, art and architecture, belief systems, diseases, production, governance, migration, military conquests, resistance movements, social structures, technology, and trade. By engaging with this course, students will gain an understanding of the development of the modern world.</u></p>	<p>Stakeholder feedback and guidance from content experts informed the decision to begin the course at 1200 CE. The following is the rationale provided by the group on why 1200 CE was chosen as the starting point of the course versus other years. Starting the course at 600 CE would put the content focus primarily on a specific religion, which would deemphasize inclusivity. Starting the course at 1000 CE would only add more Eurocentric content. Starting at 1200 CE includes the importance of religion and government in multiple regions of the world, while at the same time including groups that are sometimes marginalized in history. Also, starting at 1200 CE allows for the acknowledgement of the cultural and historical independence of regions before the world was fully interconnected.</p> <p>Time designation was changed from BC/AD to BCE/CE for alignment with higher education and professionals in the field of history. This time designation change also provides inclusivity to all people.</p>

<p>(2)</p>	<p>The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914 present (20th Century to the Present). <u>1200 CE-1450 CE (Expansion of Trade and Exchange); 1450 CE-1750 CE (Connecting Hemispheres); 1750 CE-1900 CE (Age of Empires and Revolutions); 1900 CE-1945 CE (Global Conflict); 1945 CE-present (The Modern World).</u> Specific events and processes may transcend these chronological boundaries.</p>	<p>TEA Comment: In response to SBOE and content advisor (CA) feedback, the work group recommends reorganizing the course into chronological strands by era.</p> <p>Feedback from stakeholders across the state and guidance from content experts informed the decision to reduce the number of time periods and TEKS in order to provide more inclusion, depth of understanding, and development of social studies skills. In order to consider vertical alignment among multiple courses, current SE's, and time periods not addressed are recommended for earlier grade levels.</p>
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(c)	Knowledge and skills.	
(1)	<u>1200-1450: Expansion of Trade and Exchange--Afro-Eurasian Connections. The student understands how cooperation and conflict contributed to cultural and economic practices. The student is expected to:</u>	<p>Time frame has been revised in this course in order to provide more in-depth coverage of required content for better understanding based upon stakeholder, content advisors, and SBOE feedback that more historical content be taught at younger grade levels.</p> <p>Feedback from stakeholders across the state and guidance from content experts informed the decision to reduce the number of time periods and TEKS in order to provide more inclusion, depth of understanding, and development of social studies skills. In order to consider vertical alignment among multiple courses, current SEs, and time periods not addressed are recommended for earlier grade levels.</p> <p>Based upon feedback from stakeholders and guidance from content experts informed the decision to begin the course at 1200 to be more inclusive of global history. Moving the course back to 1000 it would only add more Eurocentric content. Moving the course back to 600, content would be focused primarily on a specific religion, which would deemphasize inclusivity. Starting at 1200 includes the importance of religion and government in multiple regions of the world, while at the same time including groups that are sometimes marginalized in history. Also, starting at 1200 allows for the acknowledgement of the cultural and historical independence of regions before the world was fully interconnected.</p>
(A)	<u>identify and map belief systems of Afro-Eurasia, including Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism (G, H);</u>	<p>TEKS Guide: Sikhism technically does not fit within this time frame but is included contextually with other world religions.</p>

(B)	<u>compare describe examples of the interactions among belief systems, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism (C/G, H); Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa; and</u>	Current 4(D) TEKS Guide: examples could include tolerance vs intolerance, economic interactions, diasporas, pogroms, intellectual exchanges, cultural exchanges, scientific developments, and syncretisms
(C)	<u>describe how the Abbasid caliphate laid the foundation for cultural transfer, including the expansion of Islam, the preservation and transfer of classical knowledge, and the establishment of the House of Wisdom (G and H);</u>	
(D)	<u>compare the experiences and observations of Marco Polo, Ibn Battuta, and Zheng He using primary sources (C/G, E, G, and H); and</u>	
(E)	<u>compare characteristics of labor systems, including coerced labor and enslaved peoples (C/G, E, H).</u>	TEKS Guide: Examples of coerced and enslaved people could include serfdom, mean people in China, the caste system in India, and the devshirme in the Ottoman empire.
(2)	<u>1200-1450: Expansion of Trade and Exchange--Silk Roads Trade Network. The student understands the political, economic, and social impacts of the Silk Roads trade network. The student is expected to:</u>	
(A)	<u>map and analyze the impacts of geographic factors on the Silk Roads trade network, including the location of major cities and routes to bypass natural barriers (E, G);</u>	Revision and clarification of the current 15(B) and 4(I)
(B)	<u>trace the diffusion of technologies and goods of the Silk Roads network, including block printing, gunpowder, and paper of the Song Dynasty and composite bow and war horses of the Mongols (E, G, H);</u>	TEKS Guide: technological innovations could include stirrups, passports, flying money
(C)	<u>compare cultural elements of the Song Dynasty and Mongol rule, including the role of women and diffusion of belief systems (C/G, G, H);</u>	Used belief systems instead of religions to include secular philosophies such as Confucianism. TEKS Guide: cultural elements could include autonomy for women, foot-binding, patriarchal society, Buddhism, Islam, Christianity, Neo-Confucianism, Daoism, and Bodhisattvas.
(D)	<u>compare the methods used by the Song Dynasty and the Mongols to facilitate political legitimacy and trade (C/G, E, H);</u>	TEKS Guide: merit system, tributary system, dynastic cycle, passports, Pax Mongolica

(E)	<u>analyze the transmission and the effects of the Bubonic plague on economic and social order along the Silk Roads network (C/G, E, G, H); and</u>	TEKS Guide: Disruption of trade, decrease in labor supply, increase in the value of labor, decline of central Asian cities, the abandonment of faith and families, biological warfare, rise in Anti-Semitism
(F)	<u>analyze summarize the political disruptions changes resulting from the Mongol invasions of Russia, China, and the Islamic world (C/G, G, H).</u>	Current 4(J) TEKS Guide: Examples of political disruptions could include the Yuan dynasty, the Golden Horde, the Ilkhanate, the Chagatai Khanate, and the sacking of Baghdad.
(3)	<u>1200-1450: Expansion of Trade and Exchange—Indian Ocean Trade Network. The student understands the political, economic, and social impacts of the Indian Ocean trade network. The student is expected to:</u>	
(A)	<u>map and analyze the impacts of geographic factors on the Indian Ocean trade network, including the location of major cities and the use of monsoons (E and G);</u>	Revision and clarification of the current 15(B) and 4(I)
(B)	<u>identify goods and technologies of South Asia and Southwest Asia that were diffused along the Indian Ocean network, including crops and navigational tools (E, G, and H); and</u>	TEKS Guide: lateen sails, dhow ship, Indian/Arabic numerals, junk ship, stern rudder, compass, astrolabe, and cartography
(C)	<u>trace the spread of Islam and describe the impact on the Indian Ocean trade network, including the rise of the Delhi Sultanate and development of Swahili city-states (C/G, G, and H).</u>	
(4)	<u>1200-1450: Expansion of Trade and Exchange--Trans-Saharan Trade Network. The student understands the political, economic, and social impacts of the Trans-Saharan trade network. The student is expected to:</u>	
(A)	<u>map and analyze the impacts of geographic factors on the Trans-Saharan trade network, including the location of major cities, the Sahara Desert, and rivers (E and G);</u>	
(B)	<u>identify cultural elements, technologies, and goods of North Africa and West Africa that were diffused along the Trans-Saharan network (E, G, and H);</u>	TEKS Guide: gold, salt, camel saddles, Islam, iron, libraries of Timbuktu, mosque at Djenne, syncretic beliefs and practices
(C)	<u>trace the transition of economic and political power from Ghana to Mali, including the influence of Islam, role of Mansa Musa, and the impact Trans-Saharan trade routes (C/G, E, G, and H);</u>	

(5)	<u>1200-1450: Expansion of Trade and Exchange--Transitions in Europe. The student understands the causes and effects of the changing power structures of Europe. The student is expected to:</u>	
(A)	<u>analyze the role of Christianity as a unifying factor in western Europe, including the role of the Pope (C/G, E, G, H);</u>	
(B)	<u>trace the transition of economic and political power in western Europe from a feudal structure to a more centralized monarchal system, including the development of a limited monarchy and representative government in England (C/G, E, G, H); and</u>	TEKS Guide: Economic and political transition examples could include the English Bill of Rights, Magna Carta, English Parliament, the rise of guilds, Hanseatic League, 100 Years War
(C)	<u>analyze how interregional connections influenced the transition from feudalism to centralized states in western Europe, including religion, conflict, and trade (C/G, E, G, H).</u>	TEKS Guide: Examples of religion, conflict and trade could include the Crusades, gun powder, Reconquista, Spanish Inquisition, Al-Andalus
(6)	<u>1200-1450: Expansion of Trade and Exchange--Role of the Arts. The student understands how art is used to legitimize authority. The student is expected to:</u>	
(A)	<u>explain how governments and institutionalized belief systems use the arts to legitimize authority (C/G, E, G, H).</u>	TEKS Guide: Hagia Sophia, Chartres Cathedral, Great Mosque of Cordoba, Borobudur Temple, Todai-Ji Temple, Angkor Wat< Great Zimbabwe, Great Mosque of Djenne.
(7)	<u>1450-1750: Connecting Hemispheres--Landed Empires. <i>The student understands the causes and impact of increased global interaction.</i> The student is expected to:</u>	Current KS 7
(A)	<u>map each landed empire at its furthest expansion, including the Aztec, Incan, Mughal, Ottoman and Qing empires (G and H);</u>	
(B)	<u>describe the effect of the Ottoman conquest of the Byzantine empire, including the sack of Constantinople in 1453 (C/G, E, G, H);</u>	
(C)	<u>compare the political, economic, and social achievements of Afro-Eurasian landed empires, including reigns of Suleiman the Magnificent and Akbar the Great (C/G, E, G, H);</u>	TEKS Guide: other examples of landed empires could include Russians, Tokugawas, Ching, Song Hay, and Safavids.
(D)	<u><i>compare the major political, economic, social, and cultural developments of the Maya, Inca and Aztec civilizations and explain how prior civilizations influenced their development (C/G, E, G, H); and</i></u>	Current 6(A)

(E)	<i>summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations (G/C and H);</i>	Current 26(B)
(8)	<u>1450-1750: Connecting Hemispheres--Transitions in Europe. The student understands the causes, characteristics, and the impacts of the European Renaissance, Reformation, and the Scientific Revolution. The student is expected to:</u>	Current KS(5)
(A)	<u>define and trace the development of the Renaissance in Europe, including the diffusion of ideas from other regions (G, H);</u>	
(B)	<u>define and trace the development of the Reformation in Europe (C/G, G, and H);</u>	
(C)	<i>explain the impact of the printing press on the Renaissance and the Reformation in Europe (C/G and H);</i>	Current 26(C)
(D)	<i>explain the political, intellectual, and artistic, economic, and religious impact of the Renaissance (H); and</i>	Current 5(A)
(E)	<i>explain the political, intellectual, artistic, economic, and religious impact of the Reformation (C/G, E, H);</i>	Current 5(B)
(F)	<i>describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide (H);</i>	Current 26(D)
(G)	<i>identify the contributions of significant scientists, including such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, and Isaac Newton (H);, and Robert Boyle.</i>	Current 26(E)
(9)	<u>1450-1750: Connecting Hemispheres--European Expeditions. The student understands the global impact of European expeditions. The student is expected to:</u>	
(A)	<u>explain the motivations for Portuguese expeditions and how maritime technologies were used to facilitate the expeditions (C/G, E, G, H);</u>	TEKS Guide: Maritime technologies that were used could include the astrolabe, caravel, compass, improved methods of cartography, and lateen sails.
(B)	<u>describe the impact of the Portuguese on Indian Ocean trade, using primary and secondary sources (C/G, E, G, H);</u>	TEKS Guide: Methods used by the Portuguese could include religious justification, military, and the cartaz system.

(C)	<u>trace the origins of the trans-Atlantic slave trade, including the establishment of plantations and the roles of Europeans and African kingdoms (C/G, E, G, H);</u>	TEKS Guide: Examples could include the plantations on the western coast of Africa, plantations in the Americas, the roles of the Ashanti kingdom, kingdom of Dahomey, and kingdom of Kongo
(D)	<u>describe the importance of Christianity in European expeditions, including the Treaty of Tordesillas and missionaries (G, H);</u>	
(E)	<u>explain the conquests/colonization of the indigenous populations of the Americas, including the Inca and Aztec empires, using primary sources (C/G, E, G, H);</u>	
(F)	<u>explain the global impact of the Columbian exchange, including spread of diseases, increased biodiversity, rise of populations in Europe and China, and forced and voluntary migrations (C/G, E, G, H);</u>	Content moved from 7(B)
(G)	<u>describe the impact of the trans-Atlantic slave trade on the social and political systems of West Africa and the Americas (C/G, G, E, and H); and</u>	Content moved from 7(C) TEKS Guide: Examples of social and political systems that were impacted could include African kingdoms enslaving and selling war captives, development of chattel slavery, depopulation and deurbanization in Africa, disruption of family systems and gender roles, classification of people based on race in America, and a focus of political power with white males.
(H)	<u>map European global expansion by 1750 (C/G, G).</u>	
(10)	<u>1750-1900: Age of Empires and Revolutions--Political. The student understands the causes and effects of major political revolutions from between 1750-1900 to 1914. The student is expected to:</u>	Current KS (9) End date was changed to reflect new era organization.
(A)	<u>analyze the influence of explain the political philosophies of individuals, including Thomas Hobbes, John Locke, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, and Mary Wollstonecraft on political and social revolutions, using primary and secondary sources (C/G, H) Thomas Aquinas, John Calvin, and William Blackstone; and</u>	Current 19(C), 20(C) Including primary and secondary sources for the recommendation from World Group B

(B)	<u>analyze the influence of Enlightenment philosophies on the American, French, Haitian, Latin American revolutions, including the roles of Touissant L’Ouverture and Simón Bolivar (C/G, G, H); and</u>	Current partially 9C with an addition of Touissant L’Ouverture TEKS Guide: Latin American Revolutions include Mexico, Gran Colombia, Venezuela, Brazil, and Bolivia.
(C)	<u>compare the causes, and characteristics, and consequences of the American and French revolutions, including the influence on the Haitian and Latin American revolutions (C/G, E, G, H) emphasizing the role of the Enlightenment;</u>	Current 9(A)
(D)	<u>describe the influence of Enlightenment ideas on the development of global intellectual movements, including feminism and abolitionism (C/G, H);</u>	
(E)	<u>explain the impact of classical democratic political and legal ideas on the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen, and Bolivar’s Jamaica Letter (C/G, H);</u>	Combination and rewrite of 19A, 19B, 21A, and 21B, and embedding the ideas of Celebrate Freedom Week TEKS Guide: “classical democratic ideas” could include trial by jury, the Roman republic, direct and indirect democracy,
(11)	<u>1750-1900: Age of Empires and Revolutions--Industrial Revolutions. The student understands the development and impacts of the Industrial Revolution. The student is expected to:</u>	
(A)	<u>describe the factors that led to the shift from small scale industry to mass production in Great Britain, including the development of technology (C/G, E, G, H);</u>	TEKS Guide: factors could include geography, access to waterways, natural resources, availability of labor, government that supports businesses, availability of capital, rise of private investment, examples of technologies could include textile manufacturing, steam technology, development of the factory system, and transportation technology (Old27A), and the Enclosure Acts and Adam Smith
(B)	<u>use primary and secondary sources to trace the diffusion of mass production from Great Britain to other parts of the world, including Germany, Japan, Russia, and the United States (C/G, E, G, H);</u>	

(C)	<u>explain economic effects of the Industrial Revolution, including the establishment of the free enterprise system, intensification of the Atlantic slave trade, and the development of labor unions (C/G, E, H);</u>	Old 7F, 8A, and 8D
(D)	<u>explain the impact of the Industrial Revolution on the creation of new class structures and family structures, including the rise of the middle class and the changing role of women in Europe (C/G, E, H);</u>	Added specificity to 8A
(E)	<u>trace the development of the theories of capitalism, socialism, and Marxism as responses to the Industrial Revolution (C/G, E, H);</u>	Added specificity to 8A, old 17A, 17B, and 17C
(F)	<u>use primary and secondary sources to analyze the impact of the Second Agricultural Revolution and the Industrial Revolution on urbanization, migration, and population growth (E, G, H); and</u>	Added specificity to 8A
(G)	<u>describe the environmental impact of the Industrial Revolution (E, G, H);</u>	TEKS Guide: environmental impacts could include cash crops, air and water pollution, commodification of the environment, and overuse of land.
(12)	<u>1750-1900: Age of Empires and Revolutions--Imperialism. The student understands the development and impacts of imperialism. The student is expected to:</u>	
(A)	<u>describe how the Industrial Revolution contributed to the rise of imperialism, including competition between empires, and the need for natural resources and new markets (C/G, E, G, H);</u>	
(B)	<u>use primary and secondary sources to describe the debates regarding the cultural justifications of imperialism, including Social Darwinism (C/G, E, H);</u>	TEKS Guide: Examples could include religion, civilizing mission, missionaries, phrenology, and self determination TEKS Guide: Teachers should be aware that this topic is sensitive and possibly alienating to students. Be sensitive to diverse groups when choosing primary and secondary sources and work to fully contextualize the sources you choose.
(C)	<u>describe how advances in technology facilitated imperial expansion (C/G, E, G, H);</u>	TEKS Guide: advances in technology could include the building of the Suez and Panama Canal, railroads, telegraph, quinine, and steamships.

(D)	<u>map the imperial expansion of Britain and compare it to the imperial expansion of France, Japan, or the United States (C/G, E, G, H);</u>	Rationale for including the United States: The inclusion of the United States helps to globalize U.S. History and to spiral content from other courses.
(E)	<u>analyze indigenous responses to imperialism, including examples of cooperation and resistance (C/G, E, G, H);</u>	TEKS Guide: Examples of cooperation could include facilitation of imperialism by indigenous elites (the Nawabs in India). Examples of resistance could include Sepoy rebellion in India, Yaa Asantewaa rebellion in present-day Ghana, and the Boxer Rebellion in China.
(F)	<u>analyze the long-term impacts of imperialism on social order, ethnic relations, ethnic identities, and human rights (C/G, G, H);</u>	TEKS Guide: long term impacts could include Japan in East Asia, Europe in Africa and Asia, rise of Arab nationalism, America in Latin America and the Pacific.
(G)	<u>explain how imperialism led to economic disparities between countries (E, G, H);</u>	TEKS Guide: Economic disparities led to a global imbalance of power, examples could include China, Great Britain, the Ottoman Empire
(13)	<u>1900-1945: Global Conflict--World War I. <i>The student understands the causes, events, and effects impact of World War I. The student is expected to:</i></u>	Change from impact to effects to align more closely with the social studies skills from Work Group B.
(A)	<u>explain identify the importance of imperialism, nationalism, militarism, and the alliances system in causing World War I (C/G, E, G, H);</u>	Old 10A verb changed to raise the rigor of the SE. System was deleted for historical accuracy.
(B)	<u>describe identify major characteristics of World War I and their effects, including total war, trench warfare, modern military technology, and high casualty rates (C/G, G, H);</u>	Old 10B verb changed to raise the rigor of the SE. Based on the inclusion of modern military technology a portion of 27C is included in this SE. TEKS Guide: Asian and African colonial subjects used to fight and support war effort, women in the workforce, use of propaganda (old 28C).
(C)	<u>map explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system (C/G, G, H);</u>	Partial of old 10C, embedding of social studies skills to address recommendations from Work Group B.
(D)	<u>analyze the political and economic impact effects of the Treaty of Versailles, including the League of Nations (C/G, E, G, H); and</u>	Partial of old 10C Verb changed to raise the rigor of the SE. Partial of old 19D- League of Nations added to this SE

(E)	<u>use primary and secondary sources to analyze the impact of the 1918 influenza pandemic (C/G, E, G, H).</u>	embedding of social studies skills to address recommendations from Work Group B The spread of diseases is a traceable concept throughout history and the effects are accelerated in a more interconnected world.
(14)	<u>1900-1945: Global Conflict--Revolutions.</u> The student understands the causes and <u>effects</u> of <u>populist revolutions</u> . The student is expected to:	
(A)	<u>explain</u> identify the causes of the <u>Russian February (March) and October (November)</u> revolutions of 1917 in Russia , their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics (<u>USSR</u>) (C/G, E, G, H);	Old 10D verb changed to raise the rigor of the SE TEKS Guide: Lenin, The Bolsheviks, Trotsky
(B)	<u>identify the origins and characteristics of economic systems, including the free enterprise system and the communist system (E, H);</u>	Combination of the current 17A and 17B
(C)	<u>trace the influence of the Russian Revolution on the Mexican Revolution (1910-1920) (C/G, E, H);</u>	Mexican Revolution was chosen and added to address feedback concerning inclusivity. TEKS Guide: Socialists ideas spread from Russia throughout the world.
(D)	<u>explain the causes and effects of the Mexican Revolution (1910-1920), including the roles of the Adelitas, Porfirio Diaz, Emiliano Zapata, and land reform policies (C/G, E, G, H);</u>	Partial of old 23A - Added for more global diversity and inclusion of women in world history.
(E)	<u>explain the causes and effects of the Chinese Revolution (1911-1912), including the roles of the Nationalists (Kuomintang) and the Communists (C/G, E, G, H); and</u>	Chinese Revolution was chosen and added to address feedback concerning inclusivity. TEKS Guide: Socialists ideas spread from Russia throughout the world. Possibly include Sun Yat-sen when teaching about the Nationalists.
(F)	<u>explain the causes and effects of the Young Turk Revolution (1908), including <i>the Armenian genocide</i> and the establishment of Turkey as a secular state (C/G, G, H).</u>	Partial of old 21D The Young Turk Revolution was chosen and added to address feedback concerning inclusivity. TEKS Guide: Mustafa Kemal Ataturk

(15)	<u>1900-1945: Global Conflict--Interwar. The student understands the impact of WWI and the Great Depression on the interwar period. The student is expected to:</u>	
(A)	<u>summarize how international trade patterns and the Treaty of Versailles contributed to the Great Depression (C/G, E, G, H);</u>	
(B)	<u>using primary and secondary sources, compare the influence of the Great Depression on governmental systems, including fascism in Germany and Japan, communism in U.S.S.R., and democracy in the United States (C/G, E);</u>	Japan and U.S.S.R were chosen and added to address feedback concerning inclusivity and for varying responses from different types of government. The SE now more explicitly covers 11B, 12A, 17D, and 18B (partial) in historical context. Students are asked to compare in order to address the recommendations from work group b.
(C)	<u>explain how communism and fascism are examples of totalitarian governments (C/G); and</u>	
(D)	<u>describe the impact of WWI on family structures, the rise of suffrage movements, and the arts (C/G, G, E, H).</u>	TEKS Guide: Examples include, The Lost Generation, women gaining the right to vote in Great Britain, Germany, and the United States, and women entering in the work force. Colonized people demanding increased rights.
(16)	<u>1900-1945: Global Conflict--World War II. The student understands the causes, events, and effects of World War II. The student is expected to:</u>	
(A)	<u>compare the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies (C/G, E, G, H);</u>	TEKS Guide: Franklin D. Roosevelt, Neville Chamberlain. Hideki Tojo. Invasions of Austria, Czechoslovakia, Manchuria, and Ethiopia, appeasement
(B)	<u>describe the actions and beliefs of totalitarian political leaders prior to and during World War II, including Adolf Hitler, Benito Mussolini, Joseph Stalin, and Prime Minister Tojo (C/G, H);</u>	12B TEKS Guide: Examples of actions by leaders could include invasions of Austria, Czechoslovakia, Manchuria, and Ethiopia. In addition the Holodomor and Great Purges under Stalin in the U.S.S.R.

(C)	<u>using primary and secondary sources, describe the responses by democratic political leaders, including Winston Churchill and Franklin D. Roosevelt, to totalitarian aggression (C/G, G, H);</u>	Students are asked to primary and secondary sources in order to address the recommendations from work group b.
(D)	<u>trace how World War I, the Treaty of Versailles, and the Great Depression contributed to World War II (C/G, E, G, H);</u>	Embedded parts of 12C Causes are broken out here to provide a deeper understanding of WWII.
(E)	<u>sequence and explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs (G, H);</u>	12C
(F)	<u>explain the background of the Holocaust, including its roots in 19th century ideas about race and nation (C/G, G, H);</u>	Provide contextualization in the TEKS Guide for this SE: 1) Need to establish that there were political justifications for imperialism that laid the foundation for the Holocaust. 2) Historical precedent in Europe for how Jewish people have been persecuted throughout time that create an environment for political persecution of Jews.
(G)	<u>using primary sources, identify characteristics of the Holocaust, including the dehumanization and genocide of the Jews through law, attitude, and actions (C/G, E, H);</u>	TEKS Guide: characteristics include badging, ghettoization, and the Final Solution Recommendations from Work Group B
(H)	<u>summarize responses to the Holocaust, including the Nuremberg Trials and increased support for the establishment of a Jewish homeland (C/G, G, H);</u>	
(I)	<u>explain the significance establishment of the League of Nations and the United Nations, including the role of the Security Council (C/G, H); and</u>	Partial 19B and addition of the Security Council in order to understand present day UN powers.
(J)	<u>describe the impact of World War II on family structures, the changing role of women, and the arts (C/G, E, H).</u>	

(17)	<u>1945-Present: The Modern World--Human Rights. The student understands the concept of human rights and how it applies to events beginning in the second half of the 20th century. The student is expected to:</u>	
(A)	<u>analyze the motivations for the development of an international definition of human rights in response to World War II, including the Holocaust (C/G, H);</u>	21F has been expanded to include a more global perspective of human rights, so that students will be able to apply and recognize when human rights are protected or denied throughout the world.
(B)	<u>analyze the stages of escalation that can lead to mass atrocities and genocide (C/G, G, H);</u>	SE was added so that student can recognize patterns of human rights violations as a traceable concept from the Holocaust to the present. Resource: 10 Stages of Genocide: https://www.genocidewatch.com/tenstages TEKS Guide: examples could include Mao in China, Cambodia, Darfur, Rwanda, Balkans, Las Madres de la Plaza de Mayo (The Dirty War), Uyghurs in China
(C)	<u>identify examples of democratic American ideals, including American, that have advanced human rights and democratic ideas throughout the world (C/G, H); and</u>	SE (21F) was modified to add specificity explaining how democratic ideals advance human rights. Democratic ideals are not confined to the United States
(D)	<u>explain with evidence how access to suffrage, leadership in government and business, education, and cultural expression have expanded to include underrepresented groups (C/G, E, G, H).</u>	Connecting the role of human rights to the expanding opportunities of underrepresented groups. Through the expansion of human rights, underrepresented groups have had a greater voice in society. Suffrage has been expanded throughout the world and as a result, more groups are represented in government and business.
(18)	<u>1945-Present: The Modern World--The Cold War. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:</u>	KS 13 was moved here for the chronological strand framework.
(A)	<u>analyze summarize how the outcome of World War II contributed to the development of the Cold War (C/G, E, G, H);</u>	SE 13(A) was moved to fit chronologically

(B)	<p><u>describe how the ideological struggle between democracy in the United States and Western Europe and communism in the Soviet Union and satellite nations expanded the Cold War and the rise of mutual defense agreements, including the North Atlantic Treaty Organization and the Warsaw Pact (C/G, E, G, H);</u></p>	<p>SE was added to encompass more aspects of the differences between communism and democracy. Defense agreements were included to help students understand the relationship between nations and make connections throughout the time period.</p> <p>TEKs Guide: Spiral back to democracy/free market and communism in the revolution's unit.</p>
(C)	<p><u>explain how the <i>arms race</i>, space race, and the Non-Aligned Movement were results of the ideological struggle of the Cold War (C/G, E, H);</u></p>	<p>This is replacing a portion of 13C and 27C in order to connect technological advancements to specific historical events.</p>
(D)	<p><u>explain how proxy wars in <i>Korea</i> and Afghanistan (1980s) were results of the ideological struggle of the Cold War (C/G, E, G, H);</u></p>	<p>This is replacing a portion of 13C.</p> <p>The Proxy wars of Korea and Afghanistan were chosen to give a more global perspective of ideological struggles during the Cold War. Afghanistan was chosen as an example of a Soviet initiated proxy war. It was also chosen to provide background on historical events such as September 11, 2001 and continuing conflict in the region today. Korea was chosen as an early example of the ideological struggle between democracy and communism that still occurs today.</p> <p>Include information above in the TEKS Guide.</p>
(E)	<p><u>analyze explain the roles of modern world leaders, including Ronald Reagan and Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union (C/G, E, G, H);</u></p>	<p>13D was modified to remove Pope John Paul II and Lech Walesa so that students could focus on major global political leaders and also to increase vertical alignment with United States History.</p>

(F)	<p><u>summarize identify the factors that contributed to communism in China and evaluate the influence of the Soviet Union and the rise of including Mao Zedong role in its rise (C/G, E, G, H);</u></p>	<p>13B modified for specificity and to provide a more assessable cognitive verb. The Soviet Union was added to ensure students see connections throughout the Cold War period.</p> <p>TEKS Guide: Factors could include Japanese imperialism, the conflict between the Nationalists and Communists, The Long March, the Great Leap Forward</p>
(G)	<p><u>identify human rights abuses under the leadership of Mao Zedong, including the Cultural Revolution (C/G, E, G, H);</u></p>	<p>21C was broken into components to provide specificity for events during the Cold War. In addition, the Cultural Revolution was added to spiral the concept of human rights.</p>
(H)	<p><u>compare methods of resistance to government oppression, including the citizen response in Tiananmen Square (C/G, H); and</u></p>	<p>21E was broken into components to provide specificity.</p> <p>TEKS Guide: Possible comparisons could include Solidarity Movement in Poland, Prague Spring, and the Hungarian uprising.</p>
(I)	<p><u>trace the rise of China's economy, including the role of Deng Xiaoping and his reforms (C/G, E, H).</u></p>	<p>17E was rewritten to add specificity. The standard now addresses how communist economies had to change in order to compete with free market economies.</p>

(19)	<u>1945-Present: The Modern World--Independence Movements and Decolonization. <i>The student understands the impact of major events associated with the independence movements and decolonization. The student is expected to:</i></u>	
(A)	<u>analyze reasons for the collapse of communism in Eastern Europe and the breakup of the Soviet Union, including glasnost and perestroika (C/G, E, G, H);</u>	<p>Incorporates components of 17E in a historical context. Students will understand political and cultural influences in addition to the economic factors that led to the collapse of communism in the Soviet Union and Eastern Europe.</p> <p>TEKS Guide: other possible reasons for the collapse of communism in Eastern Europe and the Soviet Union could include: a desire for political participation, economic freedom, demokratizatsiya, and redrawing political boundaries.</p>
(B)	<u>compare the independence movements of India and Ghana, including the roles of Mohandas Gandhi and Kwame Nkrumah (C/G, E, H);</u>	<p>Replacing 13E to clarify the student expectation. India and Ghana were chosen to address feedback concerning inclusivity. Gandhi was added to this SE from 21E. Ghana was one of the countries that gained independence and it spirals from previous learning. It is also a case study that demonstrates the pattern of independence movements in Africa.</p>
(C)	<u>identify contributing factors leading to the creation of the state of Israel and compare the shifting responses of regional nations and people (C/G, G, H);</u>	<p>Replaces 13F because the verb “identify” is more assessable than “discuss”. The new SE addresses the creation of Israel and is more inclusive of varying points of view.</p> <p>TEKS Guide: Possible regional nations and peoples could include: Egypt, Iran, Jordan, Lebanon, Iraq, Saudi Arabia, Syria, and the Palestinians</p>
(D)	<u>analyze the connections between decolonization and human rights abuses, including the genocides in Rwanda and Cambodia (C/G, E, G, H);</u>	<p>21D was broken into components to provide specificity and it was added to spiral the concept of human rights.</p>

(E)	<u>analyze the breakup of Yugoslavia and role of ethnic cleansing as a violation of human rights (C/G, E, G, H); and</u>	21D was broken into components to provide specificity (Yugoslavia replaces the Balkans for the original SE) and it was added to spiral the concept of human rights.
(F)	discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	Based on survey responses, the SE was too vague and to include varying points of view.
(E)	<u>evaluate the impact of decolonization movements on the anti-apartheid movement in South Africa, including the role of Nelson Mandela (C/G, E, H).</u>	<p>Nelson Mandela was added to this SE from 21E. It more explicitly covers 20A and 20B in historical context.</p> <p>Students are asked to compare in order to address the recommendations from work group B and content advisors that content specific skills be embedded.</p> <p>TEKS Guide: Opportunity to work in differing independence movements or spiral back to India and Ghana.</p>
(20)	<u>1945-Present: The Modern World--Globalization. The student understands how the achievements and challenges of a more interconnected world. major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</u>	
(A)	<u>explain the role of technology transportation technology, and medical advancements in developing the modern global economy and shaping influencing society (C/G, E, G, H);</u>	<p>SE 27D has been broken down into parts for clarity and specificity. This new SE focuses on the role of telecommunication and computer technology.</p> <p>TEKS Guide: computer and telecommunication examples could include satellite technology, the internet, cell phones, social media, smart technology, and artificial intelligence</p>

		TEKS Guide: Transportation examples could include containerization, air travel, automobiles, mass transit;
(B)	<u>explain the role of telecommunication technology, computer technology, transportation technology, and agricultural and medical advancements in improving quality of life and their impact on developing the modern global economy and society (C/G, E, G, H);</u>	<p>SE 27D has been broken down into parts for clarity and specificity. This new SE focuses on medical advancements.</p> <p>TEKS Guide: Medical examples include, pharmacological, diagnostic, surgical, and therapeutic advances</p> <p>TEKS Guide: Agricultural examples- genetic modifications, high yield seeds, modern fertilizers, pesticides, herbicides, and machinery, on society</p>
(C)	<u>explain the role of multinational corporations, supranational organizations, and governments on the interconnected world, including the environment and the modern global economy (C/G, E, G, H);</u>	<p>SE 16C was moved and reworded in order to provide specificity.</p> <p>TEKS Guide: Examples include, multinational corporations, global tariffs, trade agreements, oil dependency, non-governmental organizations, consumerism, and out-sourcing of labor.</p>
(D)	<u>describe how social and intellectual movements of the modern world impacted changes in society (C/G, E);</u>	<p>This SE was added to address changes in familial structure in the modern era and to encompass what was in 23A with more specificity. The new SE also provides opportunities for the inclusion of all members of society.</p> <p>TEKS Guide: possible examples of social and intellectual movements could include: civil rights movements, outlawing of the caste system in India, equal pay, expanding suffrage, expansion of education, women’s movement, environment</p>

<p>(E)</p>	<p><u>explain the role of geopolitical and religious forces in the development of modern terrorism (C/G, G, H);</u></p>	<p>Replacing 14A: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p> <p>TEKS Guide: possible examples could include: IRA in Ireland; Al Qaeda in SW Asia; Basque (ETA) in Spain; Boko Haram; ISIS; Shining Path</p>
<p>(F)</p>	<p><u>analyze the effects of modern terrorism on local populations, including social and economic disruptions (C/G, E, G); and</u></p>	<p>Replacing 14B: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p> <p>TEKS Guide: possible examples could include the effects of actions by: IRA in Ireland; Al Qaeda in SW Asia; Basque (ETA) in Spain; Boko Haram; ISIS</p>
<p>(G)</p>	<p><u>analyze the varying responses of world governments to modern terrorism, including explain the U.S. response to the events surrounding September 11, 2001 (C/G, E, G, H), and other acts of radical Islamic terrorism.</u></p>	<p>The new SE addresses varying government responses to terrorism to broaden student understanding of the global issue of terrorism.</p>

		<p>Keeping the specificity of 14B helps explain the significance of September 11, 2001 as a historical inflection point. Including September 11, 2001 vertically aligns with high school United States History while allowing students to make an explicit connection between United States History and World History.</p> <p>Deletions from 14B were made so that the focus was not on a single religious group and to prevent student misunderstandings or potential conflict. Terrorism is a global issue that is not related to a single region or religion.</p> <p>Work group analyzed numerous standard exemplars from other states in order to write this SE. SE is intentionally broad to avoid alienating student populations in the classroom and mirrors the approach taken by other states.</p>
(I)	History. The student understands traditional historical points of reference in world history. The student is expected to:	
(A)	identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;	SE is recommended for inclusion in the middle school curriculum.
(B)	identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;	SE is recommended for inclusion in the middle school curriculum.
(C)	identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	
(D)	identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;	
(E)	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and	

(F)	identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.	
(2)	History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:	
(A)	summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;	
(B)	identify the characteristics of civilization; and	
(C)	explain how major river valley civilizations influenced the development of the classical civilizations.	
(3)	History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:	
(A)	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome;	
(B)	explain the impact of the fall of Rome on Western Europe; and	
(C)	compare the factors that led to the collapse of Rome and Han China.	
(4)	History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 1200_600 to 1450. The student is expected to:	
(A)	explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire;	SE is recommended for inclusion in the middle school curriculum.
(B)	describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;	SE is recommended for inclusion in the middle school curriculum.
(C)	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;	
(D)	<i>describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</i>	Standard moved to the new 1B
(E)	describe the interactions between Muslim and Hindu societies in South Asia;	
(F)	explain how the Crusades, the Black Death, and the Hundred Years' War contributed to the end of medieval Europe;	SE is recommended for inclusion in the middle school curriculum.
(G)	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;	SE is recommended for inclusion in the middle school curriculum.
(H)	explain the evolution and expansion of the slave trade;	
(I)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and	SE is recommended for inclusion in the middle school curriculum.
(J)	<i>summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.</i>	Standard moved to the new 2(F)
(5)	<i>History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:</i>	KS moved to the new KS(7)

(A)	<i>explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and</i>	Standard moved to the new 7(D)
(B)	<i>explain the political, intellectual, artistic, economic, and religious impact of the Reformation.</i>	Standard moved to the new 7(E)
(6)	History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	
(A)	<i>compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and</i>	Standard moved to the new 8(H)
(B)	explain how the Inca and Aztec empires were impacted by European exploration/colonization.	
(7)	<i>History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:</i>	KS moved to the new KS(8)
(A)	analyze the causes of European expansion from 1450 to 1750;	
(B)	<i>explain the impact of the Columbian Exchange;</i>	SE moved to 8(K)
(C)	<i>explain the impact of the Atlantic slave trade on West Africa and the Americas;</i>	SE moved to 8(M)
(D)	explain the impact of the Ottoman Empire on Eastern Europe and global trade;	
(E)	explain Ming China's impact on global trade; and	
(F)	explain new economic factors and principles of Europe's Commercial Revolution.	
(8)	History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	
(A)	explain how the Industrial Revolution led to political, economic, and social changes;	
(B)	identify the major political, economic, and social motivations that influenced European imperialism;	
(C)	explain the major characteristics and impact of European imperialism; and	
(D)	explain the effects of free enterprise in the Industrial Revolution.	
(9)	<i>History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:</i>	Moved to (9)
(A)	<i>compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment;</i>	Moved to 9(C)
(B)	explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	
(C)	trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	
(D)	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.	Content is moved to the TEKS Guide examples for KS 1750-1900 Age of Empires and Revolutions
(10)	History. The student understands the causes and impact of World War I. The student is expected to:	

(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;	
(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;	
(C)	explain the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	
(D)	identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	
(11)	History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:	
(A)	summarize the international, political, and economic causes of the global depression; and	
(B)	explain the responses of governments to the global depression such as in the United States, Germany, Great Britain, and France.	
(12)	History. The student understands the causes and impact of World War II. The student is expected to:	
(A)	describe the emergence and characteristics of totalitarianism;	
(B)	explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and	
(C)	explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.	
(13)	History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:	TEA Comment: Comments in this section indicate where content from the current TEKS will be relocated within the new strands, which will be in chronological order. These changes will be reflected in a future document from the work group. Moved to the 1945-Present: The Modern World--The Cold War strand
(A)	summarize how the outcome of World War II contributed to the development of the Cold War;	Moved to the 1945-Present: The Modern World--The Cold War strand
(B)	summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise;	Moved to the 1945-Present: The Modern World--The Cold War strand
(C)	identify major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	Moved to the 1945-Present: The Modern World--The Cold War strand

(D)	explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	Moved to the 1945-Present: The Modern World-- The Cold War strand
(E)	summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	New sub strand added to the KS: 1945-Present: The Modern World-- Independence Movements and Decolonization This SE has been split apart to add specificity.
(F)	discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.	Moved to the 1945-Present: The Modern World-- Independence Movements and Decolonization SE was deleted to address the creation of Israel and is more inclusive of varying points of view.
(14)	History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:	Deleting KS 14 and embedding the content of this strand into the new 1945-Present: The Modern World-- Globalization sub strand. Focusing content on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(A)	explain the impact of geopolitical influences on the development of radical Islamic terrorism;	SE replaced by The Modern World-- Globalization sub strand SE (G) Replacing 14A: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(B)	explain the impact of radical Islamic terrorism on global events; and	SE replaced by The Modern World-- Globalization sub strand SE (H) Replacing 14B: rewritten to include more global perspectives. Focusing on a single religious group leads to student misunderstandings and potential conflict among students. Terrorism is a global issue that is not related to a single region or religion.
(C)	explain the U.S. response to the events surrounding September 11, 2001, and other acts of radical Islamic terrorism.	SE replaced by The Modern World-- Globalization sub strand SE (I) Deletions from 14C were made so that the focus was not on a single religious group and to prevent student misunderstandings or potential conflict. Terrorism is a global issue that is not related to a single region or religion.
(15)	Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:	

(A)	locate places and regions of historical significance directly related to major eras and turning points in world history;	
(B)	analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, <i>trade in the Indian Ocean</i> , and the opening of the Panama and Suez canals; and	Moved to 4A
(C)	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.	
(16)	Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:	
(A)	identify important changes in human life caused by the Neolithic Revolution;	
(B)	summarize the role of economics in driving political changes as related to the Industrial Revolution; and	
(C)	describe the economic impact of globalization.	Moved to 1945-Present: Globalization strand SE (E).
(17)	Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:	
(A)	identify the historical origins and characteristics of the free enterprise system, including the influence of Adam Smith;	
(B)	identify the historical origins and characteristics of communism, including the influence of Karl Marx;	
(C)	identify the historical origins and characteristics of socialism;	
(D)	identify the historical origins and characteristics of fascism; and	
(E)	explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.	The standard, as written, is not fully accurate, because communist command economies did not fully collapse by the end of the 20 th century. The

		standard also implies that communist economies collapsed only because of competition with free market economies. Additionally, the standard does not fully address other factors such as a desire for political participation and western cultural influences. Economic factors that contribute to the collapse of many command economies are addressed within their historical context.
(18)	Government. The student understands the characteristics of major political systems throughout history. The student is expected to:	
(A)	identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and	
(B)	identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.	
(19)	Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:	
(A)	explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution;	
(B)	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;	
(C)	<i>explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone; and</i>	Moved to 9(C)
(D)	explain the significance of the League of Nations and the United Nations.	

(20)	Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:	
(A)	describe how people have participated in supporting or changing their governments;	SE addressed more explicitly in multiple eras to provide historical context
(B)	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	SE addressed more explicitly in multiple eras to provide historical context
(C)	identify examples of key persons who were successful in shifting political thought, including William Wilberforce.	SE addressed more explicitly in multiple eras to provide historical context
(21)	Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:	
(A)	summarize the development of the rule of law from ancient to modern times;	
(B)	identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome;	
(C)	identify examples of politically motivated mass murders such as in <i>Cambodia, China, Latin America, and the Soviet Union</i>;	Moved to 1950-Present: Human Rights
(D)	identify examples of genocide, including <i>the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur</i>;	Holocaust and genocide in Armenia will be covered in 1900-1945. The examples of genocide will be cited with their events where they fit chronologically
(E)	identify examples of individuals who led resistance to political oppression such as <i>Nelson Mandela, Mohandas Gandhi, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square</i>; and	Individuals that led resistance to political oppression will be cited with their political events where they fit chronologically. This content was moved to the 1950-Present strand.

(F)	<i>identify examples of American ideals that have advanced human rights and democratic ideas throughout the world.</i>	Moved to 1945-Present: Human Rights
(22)	Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:	
(A)	describe the historical origins and central ideas in the development of monotheism;	
(B)	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism; and	
(C)	identify examples of religious influence on various events referenced in the major eras of world history.	SE addressed more explicitly in multiple eras to provide historical context
(23)	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 during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.	
(24)	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 how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments; and	

(D)	explain how geopolitical and religious influences have impacted law and government in the Muslim world.	
(25)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	
(A)	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	
(B)	describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	
(26)	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, the Islamic caliphates between 700 and 1200, and China from the Tang to Ming dynasties;	
(B)	<i>summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;</i>	Content moved to 8(I)
(C)	<i>explain the impact of the printing press on the Renaissance and the Reformation in Europe;</i>	Content moved to 7(C)
(D)	<i>describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and</i>	Content moved to 7(F)
(E)	<i>identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.</i>	Content moved to 7(G)
(27)	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, steam technology, development of the factory system, and transportation technology in the Industrial Revolution;	Content has been moved to TEKS Guide examples for KS 1750-1900 Industrial Revolutions SE (A)

(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	Moved to 1945-Present and broken up in order to provide more specificity
(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.	
(28)	Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	
(A)	identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;	
(B)	explain how historians analyze sources for frame of reference, historical context, and point of view to interpret historical events;	
(C)	analyze primary and secondary sources to determine frame of reference, historical context, and point of view;	
(D)	evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;	
(E)	analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and	
(F)	construct a thesis on a social studies issue or event supported by evidence.	

(29)	Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:	
(A)	create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and	
(B)	analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.	
(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	use social studies terminology correctly;	
(B)	use effective written communication skills, including proper citations and avoiding plagiarism; and	
(C)	interpret and create written, oral, and visual presentations of social studies information.	
(31)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

§113.73 ~~113.43~~. World Geography Studies (One Credit), Adopted 2022 ~~Adopted 2018~~.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one unit of credit for successful completion of this course.	
(b)	Introduction.	

DRAFT

(1)

~~In World Geography Studies, students examine human and physical patterns people, places, and environments at different scales of inquiry including local, state or province, national, regional and global. local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present and contemporary issues The course focuses on the factors influeneing regions and places throughout the world. Geographers refer to a region as a collection of places with unifying geographic characteristics or patterns and a place is defined by human experience. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; Students examine the physical (environmental) and human (political, economic, and social) processes that shape cultural patterns of regions over time; types and patterns of settlement; the distribution and movement of the world population; analyze the impact of technology and human modifications on the physical environment and interdependent relationships among people, places, and environments; and the concepts of region and place. The student understands how the economic characteristics of a region are categorized into levels of development; student understands the distribution and characteristics of economic systems in the world; analyze how location affects economic activities in different economic systems. The student understands how different points of view influence the development of polieies and decision-making processes at different scales of inquiry. Students will apply the skills of thinking like a geographer including charts, graphs, maps and visuals to observe spatial patterns and organize geographic information and will analyze multiple perspectives at multiple scale of inquiry. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and Students use problem-solving and decision-making skills to ask and answer geographic questions.~~

In World Geography Studies, students examine human and physical patterns at different scales of inquiry including local, state or province, national, regional and global. Students learn geography through the analysis of primary and secondary sources and demonstrate their learning through reading, writing, and speaking. The course focuses on place, which is a location defined by human experience; and regions, which are defined as a collection of places with unifying patterns, processes, or geographic characteristics. Students examine the physical (environmental) and human (political, economic, and social) processes and characteristics that influence cultural patterns of regions over time, the types and

	<p><u>patterns of settlement, and the distribution and movement of world population. Students analyze the impact of technology and human modifications on the physical environment and interdependent relationships among people, places, and environments; and apply the concepts of region and place. Students understand how the economic characteristics of a region are categorized into levels of development and understand the distribution and characteristics of economic systems in the world. Students analyze how location affects economic activities in different economic systems. Students identify different types of governments and understand how different points of view influence the development of policies and decision-making processes at different scales of inquiry. Students will apply the skills of thinking like a geographer to analyze charts, graphs, maps, and visuals. Students observe spatial patterns, organize geographic information, and analyze multiple perspectives and apply their own perspective at different scales of inquiry.</u></p>	
(2)	<p>To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.</p>	<p>TEA Comment: Edits to the introduction are pending.</p>
(3)	<p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	
(4)	<p>Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p>	<p>No changes</p>
(5)	<p>Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p>	<p>No changes</p>

(6)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	No changes
(7)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	No changes
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	No changes
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	No changes
(8)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	No changes
(c)	Knowledge and skills.	
(1)	<u>World Geography Skills. The student applies the tools of geography including charts, graphs, maps and visuals to observe spatial patterns and organize geographic information. The student is expected to:</u>	This is a “stand-alone” skills strands. These are skills unique to the study of geography and would not necessarily need to be included in the social studies skills applied to all the social studies courses. Putting it at the beginning provides clarity to the subsequent knowledge statements and student expectations.
(A)	<u>analyze both physical and human geographic patterns such as concentration, density, direction, dispersion, distribution, flows, irregularities, and</u>	This SE will assist teachers in distinguishing geography from history and other social sciences. There are many examples of geographic patterns provided here, but not all of them need to be

	<u>sequences to determine why geographic phenomena occur where they do (the why of where);</u>	used. This is how maps, charts, and graphs are used in geography. Define the terms: concentration, density, direction, dispersion, distribution, flows, irregularities, and sequences
(B)	<u>analyze both physical and human geographic processes such as, erosion, desertification, globalization, diasporas, diffusion, distance-decay, human-environment interaction, interdependence, movement, regionalization, transportation, and settlement to determine why geographic phenomena occur where they do (the why of where);</u>	This SE will assist teachers in distinguishing geography from history and other social sciences. There are many examples of geographic processes provided here, but not all of them need to be used. This is how maps, charts, and graphs are used in geography. Define the terms: concentration, density, direction, dispersion, distribution, flows, irregularities, and sequences
(C)	<u>explain how geographic characteristics are categorized as economic, environmental, political and social; and</u>	CCRS: I.F.1 “Economic, environmental, political and social” are terms used throughout these student expectations and should be defined clearly at the beginning as a standalone SE.
(D)	<u>describe how scale of inquiry including local, state or province, national, regional, and global is used to analyze geographic phenomena.</u>	CCRS: I.F.1 Old 16(A) included “Texas, United States and other regions of the world” and this describes scale of inquiry. “Scale of inquiry” is a phrase used throughout these student expectations and should be defined clearly at the beginning as a standalone SE.
(1)(2)	History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to: <u>Geography. The student understands the types, patterns, and processes of movement. The student is expected to:</u>	The geography course should begin with the geography strand.
(A)	analyze significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and <u>use charts, graphs, maps, or visuals to explain how physical geography and environmental conditions such as deforestation, desertification, rising sea levels and temperatures, and natural disasters change over time and how they influence migration through push and pull forces;</u>	Consolidated TEKS. The purpose is shift away from science to the implications and adaptations resulting from geographic processes SEs begin with the skill and not the content for the following reasons: 1. Improves clarity and comprehension 2. Supports teachers in better integrating geography skills with content. Suggestion for TEKS Guide: provide additional examples of environmental conditions: weather phenomena, climate and vegetation zones (biomes), erosion, earthquakes, volcanoes, hurricanes, tornados, monsoons, tsunamis, and El Nino/La Nina. Provide additional examples of visuals including satellite images, photographs. Explain that “factor” is a cause of changes

		to geographic patterns and a “characteristic” is a result of that change. CCRS: I. A.1., IV.A.3.
(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact. <u>use primary or secondary sources to explain how economic, political and social push and pull factors such as job and educational opportunities, conflict, and innovations influence migration at different scales of inquiry, and;</u>	Incorporated into new 2(C) The phrase “economic, political, and social factors” is extensive, but appropriate language for the discipline of geography. The only way to increase specificity would be to add “including” with examples in parenthesis and this would be unduly limiting to teachers. Giving such specific examples would remove the choice of teaching geography regionally or thematically. “At different scales of inquiry” was added to provide more specificity. Suggestion for TEKS Guide: Give additional examples of factors: war, trade, innovations, genocides, diseases, pandemics, urbanization, industrialization, education, medical advancements, and economic opportunities. Define primary and secondary sources, photographs, maps, and graphs, CCRS: I.A.4., IV.A.4.
(C)	<u>Use primary or secondary sources to explain how diffusion impacts the economic, political, and social characteristics of a place at different scales of inquiry such as through brain drain, the spread of democratic ideals, and the spread of religion.</u>	Makes a clearer connection between the concept of spatial diffusion and its relationship to human migration. Suggestion for TEKS Guide: Define concept of “brain drain.” Include the following examples of: Economic characteristics: market, command and mixed economies (TEKS WG.7A). Political characteristics include these political systems: democracy, dictatorship, fascism, monarchy, oligarchy, republic, theocracy, and totalitarianism (TEKS WG.12A). Social characteristics: diseases, language, food, music architecture technology, global sports and religion. Examples of primary and secondary sources: demographic data, census, architecture, food, maps, charts, graphs, art CCRS: 1.A.4., IV.A.4.
(2)(3)	History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to: <u>Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</u>	Incorporated into new 10(A)
(A)	<i>describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions; and</i>	Moved to new 10(A) Explain is used instead of “compare” because students do not need to compare irrigation to air conditioning to desalination to energy production.

	<u>explain how humans in different regions adapt to the environment for their specific needs through innovations such as air conditioning, irrigation, desalination, and energy production; and</u>	Suggestion for TEKS Guide: Provide additional examples of innovations including dams, irrigation, terrace farming, dredging, desalination, air conditioning, building roads, canals, energy, and population shifts and how these innovations have changed over time. CCRS: I.A.2., I.A.6.
(B)	explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders. <u>Analyze the strengths and limitations of human adaptations to the environment such as air conditioning, irrigation, desalination, and energy production.</u>	Incorporated into new 2(B) Suggestion for TEKS Guide: Provide additional examples of adaptations like dams, irrigation, terrace farming, dredging, desalination, air conditioning, building roads, canals, energy production, and population shifts. CCRS: I.A.2., I.A.4., I.A.6.
(3) (4)	Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to: <u>Geography. The student understands how economic, environmental, political and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</u>	Incorporated into new 2(A)
(A)	explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; <u>identify how climate, vegetation, and water systems shape the characteristics of a place or region;</u>	
(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil building processes; and <u>Compare the patterns and processes in multiple regions at different scales of inquiry to identify what makes them unique through the use of language, trade networks, political systems and religions.</u>	Processes in NEW 2(A) A shift away from concepts already covered in 8 th grade science to a focus on the implications and adaptations resulting from geographic processes CCRS: I.A.3., I.A.6.

(C)	<u>compare how individuals and groups develop unique personal identities and connections to specific places at different scales of inquiry</u>	TEKS Guide: Offer further explanation of what is meant by “give meaning to a place” like a person’s significant life events, emotional, religious, and/or spiritual attachments, community connections and/or cultural touchpoints, etc. Define “space” and “place” as meaning different things. Space is a location. When human experience is tied with a location, then it becomes a place. Students can give examples from their own lives in Texas as a primary source. A key to the meaning of place lies in the expressions and language people use when they want to give a place a sense carrying greater emotional charge than just a space or location. CCRS: IV.A.1., IV.A.3, IVA.5.,
(C)	describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes affect the lithosphere, atmosphere, hydrosphere, and biosphere.	Incorporated into new 2(A)
(4)(5)	Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to: <u>Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</u>	
(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions; <u>use charts, graphs, maps or other visuals to explain how environmental factors, including natural resources, water systems, and climate, influence the size and distribution of settlements;</u>	A shift away from concepts already covered in 8 th grade science to a focus on the implications and adaptations resulting from geographic processes. TEKS Guide: Define natural resources, water systems, settlements. Define “distribution” as a way to analyze geographic patterns. Give examples of settlements and how they are influenced by environmental factors. CCRS: I.A.6., I.A.2.
(B)	describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and <u>use charts, graphs and maps or other visuals to explain how human factors, including technology, transportation, and urbanization, influence the size and distribution of settlements; and</u>	Incorporated into new 2(A) TEKS Guide: Define urbanization, transportation, economic activities, working remotely, hydro-electric power, infrastructure, CCRS: I.A.6., I.A.2., I.A.4.

(C)	<p>explain the influence of climate on the distribution of biomes in different regions.</p> <p><u>compare characteristics of rural, suburban and urban areas within different regions of the world.</u></p>	<p>Incorporated into new 2(A) and 4(A) The language “within different regions of the world” offers teachers the autonomy to apply this SE to regions they select. This allows for the course to be taught both regionally and conceptually. TEKS Guide: provide examples economic, environmental, political, and social characteristics in rural, suburban, and urban areas. CCRS: III.B.1.</p>
(5)(6)	<p>Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p><u>Geography. The student understands the growth distribution, and characteristics of world population. The student is expected to:</u></p>	<p>Incorporated in 4</p>
(A)	<p>analyze how the character of a place is related to its political, economic, social, and cultural elements; and</p> <p><u>explain how advancements in medicine and agriculture influence trends in world population growth; and</u></p>	<p>Moved to 4(B) and 9(D) Using the phrase “advancements in medicine and agriculture” provides teachers with the autonomy to select which advancements they would like to connect with population growth. TEKS Guide: advancements in medicine include innovations affecting fertility rates, infant mortality rate, maternal mortality rate, life expectancy. Advancements in agriculture have increased food production and improved nutrition which increases life expectancy. CCRS: I.A.2, I.A.3., I.A.5.</p>
(B)	<p>interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the Human Development Index.</p> <p><u>use charts, graphs, maps or visuals to explain the population characteristics such as life expectancy, fertility rates, infant mortality rates, natural increase rates of different societies and predict future population trends.</u></p>	<p>Incorporated into new 7(B) Tools should be used for both describe and predict TEKS Guide: Use population pyramids, give examples of visuals, demographic transition model, satellite image of regions at night CCRS: I.F.1</p>

(6)(7)	<p>Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:</p> <p><u>Economics. The student understands how the economic characteristics of a region are categorized into levels of development. The student is expected to:</u></p>	
(A)	<p>locate and describe human and physical features that influence the size and distribution of settlements; and</p> <p><u>identify levels of development at different scales of inquiry;</u></p>	<p>Incorporated into new 5(A) and 5(B)</p> <p>Further specificity regarding “levels of development” are not included in this SE due to the ever-changing definition and application of these terms.</p> <p>TEKS Guide: examples of terms for levels of development, economic indicators looking at different scales of inquiry: provide examples of causes and effects, urban-rural-suburban. Give examples of levels of economic development (More Developed Countries, MDCs Less Developed Countries LDCs, Newly Industrialized Countries NICs) and Human Development Index (HDI) Levels: Very High, High, Medium, and Low) CCRS: III.B.I., I.D.2</p>
(B)	<p>explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to an availability of resources, and economic activities.</p> <p><u>use a variety of data such as the Human Development Index (HDI), Gross Domestic Product (GDP) per capita, literacy rates, the Gender Inequality Index (GII), and the World Happiness Report for evaluating the level of development at different scales of inquiry; and</u></p>	<p>Incorporated into new 5(B)</p> <p>TEKS Guide: CCRS: I.F.1</p>
(C)	<p><u>compare economic opportunities in different cultures for underrepresented populations including women and ethnic and religious minorities at different scales of inquiry.</u></p>	<p>CCRS: II.A.2.</p>
(7)(8)	<p>Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p><u>Economics. The student understands the distribution and characteristics of economic systems in the world. The student is expected to:</u></p>	<p>Moved to 6(A)</p>

(A)	<p>analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends; describe the forces that determine the distribution of goods and services in traditional,</p> <p><u>Explain the characteristics of command, market, mixed, and traditional economic systems.</u></p>	<p>Incorporated into 5(B) Mixed economy and Command economy are more precise terms Socialist and communist are better defined as political systems. New 7(A) moved from old 10(A) CCRS: I.D.2 TEKS Guide: define the different economic systems TEKS Guide: give examples of each type of economy. Examples of traditional economies: barter, etc.</p>
(B)	<p><u>Compare how command, market, mixed, and traditional economic systems operate in different countries.</u></p>	<p>Add comparison to increase rigor from 8A</p>
(B)	<p>explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration</p> <p>category countries along the economic spectrum between free enterprise and command economy:</p>	<p>It is difficult to pinpoint a country on this spectrum, this has been more appropriately addressed in the new 8B which has comparison and not a spectrum.</p> <p>Physical geography, push and pull forces, environmental conditions affecting migration Moved to 2(A) Political, economic, and social factors affecting migration moved to 2(B) New 7(B) moved from old 10(B) TEKS Guide: provide examples of countries for each economic system</p>
(C)	<p>describe trends in world population growth and distribution; and</p> <p><u>explain the economic impact of subsistence and commercial agriculture on multiple regions at different scales of inquiry.</u></p>	<p>Including “multiple regions” and “at different scales of inquiry” gives the teacher autonomy to select which regions to use as examples and also allows for the course to be taught both regionally and conceptually.</p> <p>Moved to new 6(B) New 7(C) moved from old 10(C) II.A.2, II.D.2.</p>
(D)	<p>analyze how globalization affects connectivity, standard of living, pandemics, and loss of local culture.</p> <p><u>explain the economic impact of cottage industries and commercial industries on multiple regions.</u></p>	<p>Combined with new 9(B) New 7(D) from old 10(C) Including “multiple regions” gives the teacher autonomy to select which regions to use as examples and also allows for the course to be taught both regionally and conceptually. CCRS: II.A.2, II.D.2.</p>
(8) (9)	<p>Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p><u>Economics. The student understands how places and regions are interconnected and interdependent. The student is expected to:</u></p>	

(A)	<p>compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</p> <p><u>explain how transportation, communication, and other technologies have increased interdependence within the global economy over time;</u></p>	Incorporated into new 3(B) CCRS: III.A.2., III.A.3, CCRS: I.B.2., I.B.3.
(B)	<p>analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment; and</p> <p><u>Identify the impacts of globalization on global supply chains, outsourcing, access to education, free trade zones, cultural diffusion, industrialization and deindustrialization</u></p>	Consolidated and moved to new 2(A) TEKS Guide: define global supply chains, outsourcing, access to education, free trade zones, cultural diffusion, industrialization and deindustrialization as impacts of globalization CCRS: III.A.1. III.A.3.
<u>C</u>	<u>Compare the strengths and limitations of globalization across different scales of inquiry;</u>	9(B) clarifies 9(C) TEKS Guide: explain what is meant by “across different scales of inquiry” as examining strengths and limitations at the local, state, national and global levels. CCRS: III.A.1. III.A.3.
(A) <u>D</u>	<p>evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</p> <p><u>explain the relationship between levels of development and levels of economic activities including primary, secondary, tertiary, and quaternary/quinary; and</u></p>	Incorporated into new 11(B) CCRS: I.D.2.
<u>E</u>	<u>analyze the physical or human factors that affect the location and patterns of different types of economic activities.</u>	CCRS: III.A.1.
(9)	Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:	
(A)	identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and	Incorporated in new 4(A) and 4(B) River systems changed to “water systems”
(B)	describe different types of regions, including formal, functional, and perceptual regions.	Regionalization addressed in new 4(A), 4(B), 4(C)

(10)	<p>Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:</p> <p><u>History. The student understands the physical and human characteristics of the same regions in order to analyze relationships between past events and current conditions. The student is expected to:</u></p>	Moved from 2(A), 2(B) CCRS: I.B.2, I.B.3.
(A)	<p>describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;</p>	Moved to new 8(A) Free enterprise moved to 8(A) and changed to “market economy.”
(B)	<p>classify countries along the economic spectrum between free enterprise and communism;</p>	Moved to new 8(B)
(C)(A)	<p>compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries;</p> <p><u>explain how political boundaries, including state versus nation-state, political versus ethnic sovereignty, and stateless nations, are created and why they change; and</u></p>	Moved and separated to new 8(C) and 8(D) CCRS: I.B.2., I.B.3., I.C.2.
(D)(B)	<p>compare global trade patterns over time and analyze the implications of globalization, including outsourcing and free trade zones.</p> <p><u>Use primary and secondary sources to explain the geopolitical significance of conflicts, including border disputes, separatist movements, genocide, and access to resources, at different scales of inquiry.</u></p>	<p>New 9(B)</p> <p>This language gives teachers the autonomy to apply this SE to regions they select for examples of conflicts, border disputes, separatist movements. This allows for the course to be taught both regionally and conceptually. The phrase “geopolitical significance” is used to encourage analysis of domestic policy and the foreign policies of multiple countries on a particular conflict or dispute.</p> <p>TEKS Guide: Define geopolitical as relating to politics, international relations, and foreign policy of different places. Also include examples of border disputes and separatist movements</p>

(11)	<p>Economics. The student understands how geography influences economic activities. The student is expected to:</p> <p><u>Civics & Government. The student understands how different points of view influence the development of policies and decision-making processes at different scales of inquiry. The student is expected to</u></p>	Analyze the human and physical factors that affect the location and patterns of different types of political activities
(A)	<p>understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);</p> <p><u>use charts, graphs, maps and visuals to explain how population trends such as growth, decline, density, and urban sprawl influence policy decisions at different scales of inquiry;</u></p>	<p>Contained in new 9(C) CCRS: I.A.6., I.F.1., IV.A.4., IV.A.5. TEKS Guide: define fertility rates, pro-natalist: Birth Bonus, universal maternity leave, universal pre-K, anti-natalist: China's One Child Policy, voluntary and forced sterilization, family planning policies, city planning, funding for education, social security, forward capitals</p>
(B)	<p>identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and</p> <p><u>use primary and secondary sources to explain the impact of government decisions about scarce resources, such as water, rainforests, and energy, at different scales of inquiry;</u></p>	<p>Incorporated with new 8(C) and 8(D) Purpose is to focus on decisions related to geography vs government. CCRS: I.F.1., III.A.1., IV.A.4., IV.A.5.</p>
(E)	<p>assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.</p>	Incorporated into 5(A)
(12)	<p>Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:</p>	Incorporated into 7, 8, and 9
(A)(C)	<p>analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and</p> <p><u>explain the characteristics of political systems, including democracy, dictatorship, fascism, monarchy, oligarchy, republic, theocracy, and totalitarianism;</u></p>	<p>Incorporated in new 11(B) This SE asks students to explain and not compare because comparing these political systems is outside the scope of World Geography and would be more appropriate for the Government course. CCRS: III.A.1.</p>
(E)(D)	<p><u>Compare how political systems, including democracy, dictatorship, fascism, monarchy, oligarchy, republic, theocracy, and totalitarianism, operate in multiple countries;</u></p>	This SE was separated from the previous SE to allow for it to be more measurable and to ensure clarity

<p>(B)(D) (E)</p>	<p>evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.</p> <p><u>use primary or secondary sources to analyze the strengths and limitations of supranational organizations such as the African Union (AU), Association of Southeast Asian Nations (ASEAN), European Union (EU), North Atlantic Treaty Organization (NATO), Organization of Petroleum Exporting Countries (OPEC), United States-Mexico-Canada Agreement (USMCA), and the United Nations (UN); and</u></p>	<p>Incorporated in new 11(B) Water regulations incorporated with new 11(B) CCRS: III.A.1., III.A.2., III.A3.,</p>
<p>(E)(F)</p>	<p><u>compare political opportunities for underrepresented populations, including women and ethnic and religious minorities, at different scales of inquiry.</u></p>	<p>This SE gives teachers the autonomy to apply this SE to regions they select for examples of political opportunities of underrepresented populations. This allows for the course to be taught both regionally and conceptually.</p> <p>CCRS: II.A.2.</p>
<p>(13)</p>	<p>Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</p>	<p>Delete</p>
<p>(A)</p>	<p>interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and</p>	<p>Delete- This is embedded in other TEKS and is not rigorous enough.</p>
<p>(B)</p>	<p>compare maps of voting patterns and political boundaries to make inferences about the distribution of political power.</p>	<p>Delete - included in Government course</p>
<p>(14)</p>	<p>Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</p>	<p>Delete</p>
<p>(A)</p>	<p>analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p>	<p>Incorporated into new and introduction</p>
<p>(B)</p>	<p>compare how <i>democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems</i> operate in specific countries; and</p>	<p>Incorporated into new 11(C)</p>
<p>(C)</p>	<p>analyze the human and physical factors that influence control of territories and resources, conflict/war, and international relations of sovereign nations such as China, the United States, Japan, and Russia and international organizations such as the United Nations (UN) and the European Union (EU).</p>	<p>Incorporated in new 11(D)</p>

(15)	Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at national and international levels. The student is expected to:	Redo Citizenship as it pertains to World Geography, self-determination, nation-state concept
(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at national and international levels; and	Incorporated into new 11(A)
(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	Incorporated into new 11(A)
(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:	Incorporated into new 4(B) and 5(B)
(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;	Moved to new 4(B)
(B)	describe elements of culture, including language, religion, beliefs, institutions, and technologies; and	Incorporated into new 4(B)
(C)	describe life in a variety of urban and rural areas in the world to compare political, economic, social, and environmental changes.	Moved to new 5(C)
(17)	Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:	Culture strand removed. Characteristics moved to new 3(A)
(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;	Incorporated with new 2(C) and 4(B)
(B)	describe central ideas and spatial distribution of major religious traditions, including Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism;	Incorporated with new 2(C) and 4(B)
(C)	compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities; and	Moved to new 7(C) and 11(E)
(D)	evaluate the experiences and contributions of diverse groups to multicultural societies.	Incorporated with new 7(C) and 11(E)
(18)	Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:	Incorporated with new 4(B)
(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;	Incorporated with new 2(B) and (C)

(B)	assess causes and effects of conflicts between groups of people, including modern genocides and terrorism;	Incorporated with new 2(B)
(C)	identify examples of cultures that maintain traditional ways, including traditional economies; and	Incorporated with new 7(A)?
(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, language, foods, technology, or global sports.	Incorporated with new 2(C)
(19)	Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:	strand removed
(A)	evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;	Incorporated with new 3(B)
(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and	Incorporated with new 3(A) and (B)
(C)	analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	Incorporated with new 3(B), 6(A), and 9(A)
(20)	Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:	Strand removed
(A)	describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and	Incorporated into new social studies skills
(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.	Incorporated into new social studies skills and new 2(B)
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	TEA Comment: The social studies skills strand and student expectations will be drafted by another work group.
(A)	analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	
(B)	identify places of contemporary geopolitical significance on a map;	

(C)	create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change;	
(D)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and	
(E)	identify different points of view about an issue or current topic.	
(22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	create appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	
(B)	generate summaries, generalizations, and thesis statements supported by evidence;	
(C)	use social studies terminology correctly; and	
(D)	create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.	
(23)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:	
(A)	plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;	
(B)	use case studies and GIS to identify contemporary challenges and to answer real-world questions; and	
(C)	use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

§113.74 ~~113.44~~. United States Government (One-Half Credit), Adopted ~~2018~~ 2022.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	<p>In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical thinking skills to create a product on a contemporary government issue. This course prepares students for a lifetime of informed and active participation as members of our constitutional democracy. Students will deepen their appreciation for and commitment to the United States and its form of government as well as their appreciation for and commitment to free speech and civil discourse in order to ensure that the American experiment in self-government continues to thrive. The course standards are organized around five key concepts which include the foundations of the United States system of government; civic participation; the structure, functions, and processes of government; civil rights and civil liberties; and public policy. This course is intentionally designed to support student understanding of the mechanisms of government, its influence in their lives, and how they can engage in civic life in the American constitutional system.</p>	<p>Much of the language for this course description was borrowed from SB3. In addition, the committee wanted to focus on the ultimate goal of the government course (preparing students for active citizenship).</p>
(2)	<p>To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.</p>	<p>TEA Comment: Language in paragraphs (2)-(9) of the introduction has not been reviewed and will be addressed at a future meeting.</p>

(3)	The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	This needs to be changed based on new organization and fewer strands (for Government, this information is included in our course description)
(4)	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	Consider removing
(5)	Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	Consider removing
(6)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	Consider removing, feels redundant.
(7)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	Consider adding the high school voter registration requirement and Holocaust Remembrance Week here

(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(8)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	<p><u>Foundations of Government. The student understands how constitutional government developed in the United States through the influence of history, ideas, people, and compromise, and how that influence is expressed in the founding documents, is reflected in American beliefs, and is evident in the fundamental principles of the U.S. Constitution. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the foundational principles of U.S. Government before addressing the details of how the government works.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language "To demonstrate this understanding, the student is expected to..." to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>

<p>(A)</p>	<p>explain major political ideas in history that influenced the development of U.S. government, including the laws of nature and nature's God, <i>the rule of law</i>, unalienable rights, <i>separation of church and state</i>, divine right of kings, and social contract theory; and the rights of resistance to illegitimate government; (H, CG)</p>	<p>FOUNDATIONS CCRS IV.A.2 Rule of law moved from old 12A to more thoroughly capture the political traditions that are the foundation of U.S. Government. Divine right of kings removed because it repeats World History content and is not directly relevant to the foundation of the U.S. Government because by 1776 Great Britain did not follow the theory of divine right of kings. “Separation of church and state” came from old 12D. “Rights of resistance to illegitimate government” removed. Committee recommends this clarifying information (which explains a fundamental part of Locke’s social contract theory) should be included in the TEKS Guide.</p>
<p>(B)</p>	<p>identify describe the impact of major intellectual, philosophical, political, and religious traditions that informed influences on the foundation of the American <u>United States Constitution</u> founding, including Judeo-Christian <u>legal tradition</u> (especially the <u>Ten Commandments</u> biblical law), <u>the Iroquois Confederacy</u>, English common law and constitutionalism, <u>the Enlightenment</u>, <u>the Declaration of Independence</u>, and <u>the Articles of Confederation</u>; republicanism, as they address issues of liberty, rights, and responsibilities of individuals; (H, CG)</p>	<p>FOUNDATIONS Shifted the verb from identify to “describe the impact of” in order to clarify that students should be able to connect these influences to their impact on the Constitution. Removed extraneous descriptors to help teachers focus on essential influences in the creation of U.S. Government. Ten Commandments and “legal tradition” added to clarify the Judeo-Christian influences. Iroquois Confederacy added to include non-European influences. “Constitutionalism” removed to streamline. The significance of English common law is its legacy of constitutionalism. The Declaration of Independence was added from old 6F to more appropriately situate it as an influence in the creation of the U.S. Constitution. The Articles of Confederation is added here to reflect the K/S statement (1). The intent of this standard is not to look in detail at influences on only liberty, rights, and individuals but rather to consider the diverse influences of the principles of U.S. government as a whole. Explanatory information about the influences of these documents/items should be included in the TEKS Guide.</p>

<p>H(A) (C)</p>	<p>create a graphic organizer to compare the U.S. constitutional republic to historical and selected contemporary forms of government such as monarchy, a classical republic, authoritarianism, socialist, direct democracy, theocracy, tribal, and or other republics; and (H, CG)</p>	<p>FOUNDATIONS This standard was narrowed to direct teachers to focus on contemporary forms of government for the most relevant comparisons. World History students consider historical examples.</p> <p>The committee recommends the TEKS Guide include suggestions for teachers including: The clarification that authoritarian systems necessarily include Communist governments around the world. (While socialism and communism are economic systems, they have political implications because they only survive in authoritarian governments). Another important point is that contemporary direct democracies only exist at smaller, more local forms of government which can help students recognize the advantages of a republican system over a direct democracy in terms of scale and efficiency.</p> <p>In the instance that the such as list does not move forward beyond SBOE approval, the TEKS guide should list the following as examples: monarchy, authoritarianism, direct democracy, theocracy, or other republics.</p> <p>“Create a graphic organizer” included to specifically embed skills.</p>
<p>(D)</p>	<p>identify the contributions the political philosophies of <i>Alexander Hamilton, Thomas Jefferson, and James Madison</i> the Founding Fathers on the creation of the founding documents and the development of the U.S. government; including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government; (H, CG)</p>	<p>FOUNDATIONS CCRS IV.A.2, IV.D.2 Removed the phrasing “political philosophies” from this standard because 1A includes these ideas. Reduced the list of specific founding fathers in order to streamline and prioritize key figures. Included Hamilton, Jefferson, and Madison specifically to capture opposing viewpoints in the early U.S. Government over the role of the central government.</p>

<p>(E)</p>	<p><u>explain analyze debates and how the compromises of the Constitutional Convention were reflected in the that impacted the creation of the founding documents U.S. Constitution; (H, CG)</u></p>	<p>FOUNDATIONS CCRS IV.A.1, IV.A.2, IV.A.3 United States Constitution added here from old 6F, now deleted, (and the more general phrase “founding documents” was removed) for specificity. The “debates” portion was moved to old 6C (now 1F) with the Federalist Papers, to increase the clarity for teachers in the intent of teaching those documents and to allow this standard to focus more narrowly on the creation of the Constitution at the Convention. Verb changed to explain to better capture the cognitive level required to master this standard at the 12th Grade level. MV: Would the word “impacted” be preferred to the phrase “reflected in”? The committee recommends that the TEKS guide outline important compromises including the 3/5ths Compromise (overturned by the 13th Amendment), the Great Compromise over representation, the Bill of Rights, and the Electoral College. The TEKS Guide should also reference important individuals who participated in these compromises including Roger Sherman, George Mason, and Alexander Hamilton.</p>
<p>6(C) (F)</p>	<p><u>analyze how use primary sources, including Federalist Number 10, Number 51, and Brutus 1, to compare the ideals of the Federalists and the Anti-Federalists raised during the debate over ratification of the U.S. Constitution explain the principles of the American constitutional system of government; (H, CG)</u></p>	<p>FOUNDATIONS CCRS IV.A.1, IV.A.3, IV.D.2 The language of analysis of the debate over the Constitution is moved here from 1E to clarify the intellectual task asked of students. The committee recommends that Hamilton, Madison, and Jay as well as Robert Yates are included in the TEKS guide.</p>

<p>6(E) (G)</p>	<p>describe the constitutionally prescribed <u>compare the procedures for amending by which</u> the U.S. <u>and Texas</u> Constitutions; and can be changed and analyze the role of the amendment process in a constitutional government; and (CG)</p>	<p>FOUNDATIONS This SE opens the opportunity for students to consider the differences in the amendment process for the U.S. <i>and</i> Texas Constitutions.</p> <p>Including the verb compare better embeds social studies skills here. The second part of this standard was removed because it is better covered within the history standards that give examples of amendment in action. In addition, the role of amendment in affecting the operation of government is also covered in the Civil Rights and Liberties section.</p>
<p>8(A) (H)</p>	<p>explain why the Founding Fathers created a distinctly new form of <u>the system of federalism created by the U.S. Constitution, and give examples of Article IV and the 10th Amendment in action today;</u> and adopted a federal system of government instead of a unitary system; (CG)</p>	<p>FOUNDATIONS SE streamlined to focus students on the practice of identifying advantages and disadvantages with the federal system that the US has (rather than considering a comparative look at a unitary system that we do not have). The purpose here is a concept level understanding of federalism. Later in the Structure and Functions of Government key concept students will engage in more detail with the practical balance of power between national and state governments.</p> <p>Committee recommends that the TEKS guide include the clarification that “evaluate” inherently means to consider the advantages and disadvantages. Additionally, clarify for teachers that the purpose here is a concept level understanding of federalism. Later in the Structure and Functions of Government key concept students will engage in more detail with the practical balance of power between national and state governments.</p>
<p>(I)</p>	<p><u>Identify and categorize selections from the founding documents as examples of the fundamental American beliefs including, but not limited to, liberty, equality, and individualism</u></p>	<p>Response to Feedback: Added to incorporate a specific purpose for examining American beliefs and to embed specific skill work In addition, this names selected fundamental American beliefs for examination.</p>

<p>(2)</p>	<p><u>Civic Participation. The student understands the rights and responsibilities of citizenship and various methods of civic participation by individuals and groups in local, state, and national government, including voting and the electoral process. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of how individuals can influence their government and the importance of voting and the electoral process.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to...” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p>13(B) (A)</p>	<p>explain the responsibilities, duties, and obligations of citizenship, such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and <u>including actively listening and engaging in civil discourse with others, including those with different viewpoints, and explain how good citizens balance individual liberty with civic responsibility; (CG)</u></p>	<p>CIVIC PARTICIPATION Added section about balance of liberty and responsibility incorporates the idea from the old 13A (now deleted) and places it in context here.</p> <p>The language about civil discourse specifically connects to SB3, Section 3, (h-2)(1)(2)(D) (page 5).</p> <p>The Committee recommends that the TEKS guide include a list of example responsibilities and obligations such as being well informed about civic affairs, serving in the military, registering for the Selective Service, voting, serving on a jury, observing the laws, paying taxes, support and defend the Constitution, volunteering within the community, respecting legitimate authority, respecting the right, beliefs, and opinions of others. (This list based on the USCIS definition of the responsibilities of citizenship)</p>

<p>14(A) (B)</p>	<p>analyze the effectiveness of <u>identify</u> various methods of participation in the political process at local, state, and national levels <u>and, using historical or current examples, analyze the effectiveness of a particular method;</u> (CG)</p>	<p>CIVIC PARTICIPATION Language added to clarify the cognitive level of the two parts of this task. The additional analysis task was added to better capture how a student should consider the effectiveness of a method of participation (e.g. there are rarely methods that are universally effective or ineffective). Language about local, state, and national level was removed to streamline and allow classrooms more time to focus on a particular example. In addition, the methods of participation don't vary dramatically between the levels of government.</p>
<p>13(C) (C)</p>	<p>Describe the <u>criteria for voter eligibility</u>, voter registration process, and <u>casting a ballot the criteria for voting in elections in Texas and compare these criteria to the policies of other states;</u> (CG)</p>	<p>CIVIC PARTICIPATION Wording was clarified to include all of the major parts of state voting policy and the addition of the comparison element helps students understand the significance of policies in Texas. Committee recommends the TEKS guide give examples of different state policies related to voter eligibility, registration, and casting a ballot such as how far in advance individuals must register to vote, who is eligible to vote (including felons, those declared mentally incompetent, or legal permanent residents), and requirements at the polls (including photo ID laws, early voting, mail in ballots, drive-through voting).</p>
<p>14(C) (D)</p>	<p>describe the factors <u>agents of political socialization</u> that influence an individual's political <u>ideology; attitudes and actions.</u> (H, CG)</p>	<p>CIVIC PARTICIPATION CCRS: I.C.3 Language added to incorporate relevant academic vocabulary for this concept and narrow the focus of the SE. Ideology, in particular, captures an individual's political beliefs (attitudes) which are in turn the cause of an individual's actions. Committee recommends that the TEKS guide include examples of agents of political socialization including family, religion, peers, social media and other media, region, and education.</p>

<p>18(B) (E)</p>	<p>Explain-evaluate the impact of how the Internet and various forms of digital media other electronic information influence on the political process; (CG)</p>	<p>CIVIC PARTICIPATION CCRS: V.A.1 Language adjusted to clarify the expectation.</p> <p>Changed verb from evaluate to explain given evaluation of digital media also occurs in new SE 2I.</p> <p>We expanded the focus beyond the Internet to encompass broader forms of digital media.</p>
<p>10(A) (F)</p>	<p>analyze explain the functions of political parties and interest groups and analyze how they influence the electoral process at local, state, and national levels; (H, CG)</p>	<p>CIVIC PARTICIPATION Verbs adjusted to more clearly reflect the appropriate level of depth for the two parts of this standard.</p> <p>The committee recommends that the TEKS Guide include the suggestion that students use examples from their local county parties, the Texas state parties, along with the national parties.</p>
<p>10(B) (G)</p>	<p>explain the reasons for the two-party system and evaluate the role how of third parties influence the two major parties in the United States; (H, CG)</p>	<p>CIVIC PARTICIPATION Language added to clarify what students should know about the two-party system and third parties.</p> <p>Committee recommends that the TEKS guide include suggestions for the reasons for the 2 party system such as single member districts and the plurality wins system (“first past the post”).</p> <p>Third parties largest influence on major parties is to cause policy shifts in the major parties as the major parties tend to adopt the policy ideas of moderately successful third parties (which in turn leads to the collapse of the third party).</p> <p>Clarification should be made that this standard refers specifically to the general elections in the US (not primary elections).</p> <p>In addition, background information could be made available for teachers about how our system compares to parliamentary systems which include proportional representation.</p>

<p><u>15(A)</u> <u>(H)</u></p>	<p>analyze different points of view of <u>compare the ideology and platforms or agendas of the major</u> political parties and <u>contemporary</u> interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important <u>contemporary</u> <u>current</u> issues; <u>(CG)</u> and</p>	<p>CIVIC PARTICIPATION CCRS: I.C.3, IV.A.3, IV.D.2 Use of the verb compare incorporates an important skill here. Additions of words like “ideology” “platform” and “agenda” introduces academic vocabulary. The emphasis on “contemporary” interest groups also explains the removal of the such as list because teachers should consider which groups are most influential in their community or in state/national politics at the time.</p> <p>MV: Would excluding the word “major” allow more freedom for teachers to consider more than the 2 main parties? Or is “major” broad enough that it implies a focus on the 2 main parties AND any third parties that have a significant influence (but not fringe parties)?</p> <p>Committee recommends the TEKS guide include recommendations of impactful groups such as the League of United Latin American Citizens (LULAC) (SB3), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP), the Tea Party Movement/Freedom Caucus, the League of Women Voters (LWV), the American Society for the Prevention of Cruelty to Animals (ASPCA), the Sierra Club, Greenpeace, the AARP, and the American Federation of Teachers.</p>
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<p>2(B) (I)</p>	<p>analyze evaluate the impact of <i>political parties, interest groups, and various forms of media on political discourse and current public policymaking</i>; political changes brought about by individuals, political parties, interest groups, or the media, past and present. (CG)</p>	<p>CIVIC PARTICIPATION CCRS: I.B.3 Shifted from “past and present” to an emphasis on “current” public policy in order to increase relevance and current connections for students. Removed “or” to clarify that students should learn about each of these linkage institutions. Individuals moved to old 14B (now 4J) because (1) this standard should focus on linkage institutions and (2) individual actions are addressed in the old 14B (now 4J). Verb was changed from analyze to evaluate. The intent of this SE is to ensure that students reflect on the actions and impact of the groups and make judgements about their efficacy in policymaking and effects on political discourse.</p>
<p>9(B) (J)</p>	<p>explain the reasons for establishing the <i>Electoral College system</i> process of electing the president of the United States, <i>how it functions today (including the impact of the 12th and 23rd Amendments), and how changing population patterns influence electoral outcomes and analyze the Electoral College</i>; (H, CG, G) and</p>	<p>CIVIC PARTICIPATION The focus here is for students to be able to explain the basics of how the Electoral College works today.</p>
<p>(K)</p>	<p><i>Defend a point of view about the Electoral College system by considering arguments for and against its continued use</i>; (H, CG)</p>	<p>CIVIC PARTICIPATION After recognizing the current workings of the system, students should consider multiple perspectives in order to form their own opinion about the continued efficacy.</p>

<p>(3)</p>	<p><u>Structure, Functions, Interactions, and Processes of Government. The student understands the structure, functions, interactions, and processes of government at the local, state, and national levels. In addition, the student understands the role of each of the branches and levels of government, their powers and limitations, and how government has changed over time. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the workings of our system of government at various levels, how they interact with one another, and how our experiment in self-government evolves.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to…” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p>7(A) (A)</p>	<p>analyze describe the structure, powers, and limitations and functions of the legislative branch, of government including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws; (CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about Congress. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time.</p>

<p>9(A) (B)</p>	<p>evaluate the impact of identify different methods of filling public offices, including <u>primary elections and caucuses, general elections, and appointments</u>; elected and appointed offices at the local, state, and national levels; (CG)</p>	<p>STRUCTURE & FUNCTION OF GOV SE clarified to direct students to consider the effects of different methods of filling public offices on the office/officeholder.</p> <p>Committee recommends that the TEKS guide include explanatory information about topics such as: The independence of the judiciary as a result of the use of lifetime appointment (rather than election), the role of primary elections or caucuses in producing more strongly partisan candidates, the different effects of appointments with and without confirmation on the partisan position of the appointees, and the need for candidates in a general election to appeal to moderates.</p>
<p>3(A) (C)</p>	<p>Using a variety of maps, explain how population shifts affect voting patterns <u>affect government, including reapportionment, redistricting, and the balance of power in the Texas and U.S. governments</u>; (H, CG, G)</p>	<p>STRUCTURE & FUNCTION OF GOV III.A.1 The “including” list is added to give clarity to the impact of population patterns on government. This addresses the concept in what was previously 3B (now deleted) by giving specific examples of how shifting political power follows population. The committee recommends that a mention of the role of the U.S. Census be included in the TEKS Guide.</p>
<p>9(C) (D)</p>	<p><u>analyze explain</u> the impact of the passage of the 17th Amendment <u>on the election of U.S. Senators</u>; (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Added to fill gaps in the specificity about constitutional provisions for the legislative branch.</p>
<p>(E)</p>	<p><u>explain the impact of political parties on the selection of Congressional leadership, committee assignments, and legislation</u>; (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV This standard was added to specifically address the role of parties in the structure and functions of Congress.</p>

<p>7(B) (F)</p>	<p>analyze <u>describe</u> the structure, <u>powers, and limitations</u> and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments; <u>role of the president and the bureaucracy in enforcing the laws;</u> (CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about the executive branch. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time. In addition, evaluating the relative power of different branches is also addressed in a new standard.</p> <p>The committee recommends that the TEKS guide include specific agencies as examples of the work of the bureaucracy in enforcing laws/policies such as the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), Federal Communications Commission (FCC), and the Federal Election Commission (FEC)</p>
<p>(G)</p>	<p><u>trace changes in executive power, including changes resulting from the use of executive actions, the use of the military, and the growth of the federal bureaucracy, by analyzing the administrations of several select presidents;</u> (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Instead of the presidential list from 1F (now deleted), this standard focuses teachers on evaluating presidential actions through the lens of executive power and leaves them the flexibility to use modern presidential administrations.</p> <p>Committee recommends that the TEKS guide provide examples of significant presidential administrations such as George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln, Ulysses S. Grant, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Ronald Reagan, George W. Bush, and Barack Obama. Executive action includes executive orders, signing statements, and executive agreements.</p>
<p>(H)</p>	<p><u>explain the impact of the 20th, 22nd, and 25th Amendments on the executive branch.</u> (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Added to fill gaps in the specificity about constitutional provisions for the executive branch.</p>

<p>7(G) (I)</p>	<p>analyze describe the structure, powers, and limitations and functions of the judicial branch of government, including and explain the federal court system, types of jurisdiction, and role of judicial philosophies in the process of judicial review and other court decisions; (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV Verb changed from analyze to describe to focus this SE on basic student knowledge about the judicial branch. An additional standard has been written to provide students the opportunity to evaluate the effects of these structures on a current policy.</p> <p>Some of the specificity was removed both to narrow the scope of the standard and to allow teacher choice in lesson design to reflect the issues and procedures that are most relevant at the time. In addition, evaluating the relative power of different branches is also addressed in a new standard.</p> <p>The committee recommends that the TEKS guide include explanatory information on judicial philosophies such as judicial activism and restraint (which was old SE 7F, now deleted).</p>
<p>7(E) (J)</p>	<p>explain how provisions of the U.S. Constitution provide for <u>the interactions between the branches of the U.S. government in a constitutional system of checks and balances and separation of powers; and among the three branches of government</u> (CG)</p>	<p>STRUCTURE & FUNCTION OF GOV SE edited for clarity and to address the complementary roles of the principles of checks and balances and separation of powers.</p> <p>The committee recommends that the TEKS guide include relevant examples of checks and balances/separation of powers (e.g. Presidential veto, Congressional approval of Presidential nominations, judicial review, etc)</p>
<p>(K)</p>	<p><u>analyze how the structures, powers, and limitations of the three branches the U.S. government have impacted a current political issue.</u> (H, CG)</p>	<p>STRUCTURE & FUNCTION OF GOV The purpose of this standard is to offer an opportunity for students to apply the baseline knowledge in old 7AB&C (now 3A, 3F, and 3I) to a real-life political issue that is relevant to them.</p>

<p>(4)</p>	<p><u>Civil Rights and Civil Liberties. The student understands that the rights of individuals, including those defined by the U.S. Constitution, laws, and court cases, are central to the success of our constitutional democracy. The student understands the ways individuals, social movements, and groups have influenced the evolution of civil rights and civil liberties and how the application of these rights continues to evolve and. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of the evolution of civil rights and civil liberties as central to the American political system.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to...” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p>12(C) (A)</p>	<p>identify the freedoms and rights protected and secured by <u>interpret Amendments 1-9 each amendment</u> in the Bill of Rights <u>in order to explain how each protects the rights of individuals from infringement by the government;</u> (CG)</p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS I.C.1 Language was clarified to focus the intent of the SE on student understanding of the significance of the Bill of Rights in protecting civil liberties.</p> <p>This SE focuses on Amendments 1-9 because the 10th Amendment is addressed in new SE 1H.</p>

<p>12(D) (B)</p>	<p>analyze the reasons the Founding Fathers protected <u>describe the significance of the establishment and free exercise clauses of the First Amendment in protecting</u> religious freedom in America <u>and analyze their application in Supreme Court decisions;</u> and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of separation of church and state; (H, CG)</p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS I.C.2 The historical aspects of this standard were moved to the 1A to better situate the concept of separation of church and state among other important ideas that influenced the Founders. The language was adjusted to both increase the specificity to include the establishment and free exercise clauses as well as to direct students to consider how they affect individual rights today.</p> <p>The language about “analyzing the application in Supreme Court cases” is important to ensure teachers explore major case law, but is left intentionally open to allow them to use contemporary cases of relevance to their students and communities as is appropriate (or to use landmark, historical decisions if they prefer).</p> <p>The committee recommends that the TEKS Guide include reference to <i>Wisconsin v. Yoder</i>, a free exercise case from the 11th grade standards, and the recent <i>Little Sisters v. Pennsylvania</i> case, as well as <i>Engel v. Vitale</i> (from the old 12E) as an example of an establishment clause case along with the Texas-based cases <i>Santa Fe ISD v. Doe</i> and <i>Van Orden v. Perry</i>.</p>
<p>15(B) (C)</p>	<p>analyze <u>explain</u> the importance of the First 1st Amendment rights of petition, and assembly, speech, and press and the Second Amendment right to keep and bear arms. <u>and analyze their application in current events;</u> (H, CG)</p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS CCRS IV.A.2 This standard was divided to give more specific focus to each of these aspects of the 1st and 2nd Amendments.</p> <p>The Committee recommends that the TEKS guide include example issues such as free speech zones and protests and city curfews.</p>

<p>(D)</p>	<p><u>explain the importance of the 1st Amendment rights of freedom of <i>speech</i> and freedom of the <i>press</i> and analyze their application in Supreme Court decisions; (H, CG)</u></p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS CCRS IV.A.2</p> <p>Old 15B (now 4C, D, and E) was divided to give more specific focus to each of these aspects of the 1st and 2nd Amendments.</p> <p>The Committee recommends that the TEKS guide include example cases such as <i>Tinker v. Des Moines</i>, <i>Texas v. Johnson</i> (from 12E), <i>Schenck v. United States</i> (from 12E), <i>Bethel v. Fraser</i>, <i>Morse v. Frederick</i>, and <i>Citizens United v. FEC</i> (for freedom of speech)</p> <p><i>Hazelwood v. Kuhlmeier</i>, <i>New York Times v. United States</i>, <i>Near v. Minnesota</i> (for freedom of press)</p>
<p>(E)</p>	<p><u>explain the importance of the 2nd Amendment right to <i>keep and bear arms</i> and analyze its application in Supreme Court decisions; (H, CG)</u></p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS Old CCRS IV.A.2</p> <p>Old 15B (now 4C, D, and E) was divided to give more specific focus to each of these aspects of the 1st and 2nd Amendments.</p> <p>The committee recommends that the TEKS guide include example cases such as <i>McDonald v. Chicago</i> and <i>D.C. v. Heller</i>.</p>

<p>12(F) (F)</p>	<p>explain the importance of <u>the 4th, 5th, 6th, and 8th Amendments in establishing</u> due process <u>and the rights of the accused and analyze the application of these amendments in Supreme Court decisions;</u> to the protection of individual rights and in limiting the powers of government; and <u>(H, CG)</u></p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS CCRS: I.C.2 The 4th, 5th, 6th, and 8th amendments were added here to give teachers direction on how to more specifically evaluate the importance of due process.</p> <p>The language about “analyzing the application in Supreme Court cases” is important to ensure teachers explore major case law, but is left intentionally open to allow them to use contemporary cases of relevance to their students and communities as is appropriate (or to use landmark, historical decisions if they prefer).</p> <p>The committee recommends that the TEKS Guide include reference to cases such as <i>Mapp v. Ohio</i> (referencing the 4th Amendment, from the old 12E), <i>US v. Jones</i> (referencing the 4th and 5th Amendments), <i>Miranda v. Arizona</i> (referencing the 5th Amendment, from the old 12E), <i>Gideon v. Wainwright</i> (referencing the 6th Amendment from the old 12E, now eliminated), <i>Furman v. Georgia</i> and <i>Gregg v. Georgia</i> (referencing the 8th Amendment)</p>
<p>12(G) (G)</p>	<p>recall the conditions that produced the 14th Amendment and describe <u>the doctrine of selective incorporation</u> subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze <u>how its application in the impact U.S. Supreme Court rulings on has impacted federalism and</u> the <u>scope protection of fundamental individual</u> rights; and federalism. <u>(H, CG)</u></p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS CCRS: IV.A.2 The conditions that produced the amendment were removed because this content is covered in 8th and 11th grade US History. The specificity of “the doctrine of selective incorporation” was added to more clearly identify the concept in question.</p> <p>The Committee recommends that the TEKS guide include example cases such as <i>Barron v. Baltimore</i>, <i>Gitlow v. New York</i>, <i>Gideon v. Wainwright</i> (from the old 12E, also mentioned in the TEKS recommendations for 12F, now 4F), <i>Mapp v. Ohio</i> (from the old 12E, now eliminated, also mentioned in the TEKS recommendations for 12F, now 4F), <i>Pointer v. Texas</i>, and <i>McDonald v. Chicago</i></p>

(H)	<u>explain the impact of the 15th, 19th, 24th, and 26th Amendments on the expansion of voting rights; (H, CG)</u>	CIVIL RIGHTS & CIVIL LIB CCRS: I.C.2 SB3 Added to fill gaps in the specificity about constitutional provisions for the expansion of voting rights.
3(C) (I)	explain how political districts are crafted and how they are affected by Supreme Court decisions such as <i>Baker v. Carr</i> , <u>Shaw v. Reno</u> , or <u>Gill v. Whitford impact redistricting and the balance of political power; (H, CG, G)</u>	CIVIL LIBERTIES AND RIGHTS CCRS: IV.A.3 Committee recommends that a simple summary of the impact of these cases be included in the TEKS Guide, along with a reference to the practice of gerrymandering. In particular, it should be called out that <i>Baker</i> and <i>Shaw</i> are specifically about race-based gerrymandering, while <i>Gill</i> addresses political gerrymandering. This is still relevant to Civil Liberties and Rights because political gerrymandering implicates 1 st Amendment concerns.

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<p>14(B) (J)</p>	<p>analyze historical and <u>or</u> contemporary examples of <i>individuals</i> and <i>social citizen</i> movements <u>that worked</u> to bring about political change and <u>or</u> to maintain continuity; and (H, CG)</p>	<p>CIVIL LIBERTIES AND CIVIL RIGHTS I.C.3 “Individualism” added from the old 2B (now 2I) to focus individual action here. Decision to shift from “historical and” to “historical or” is meant to give teachers flexibility to use examples that are appropriate and relevant for their class and community. “Social” movements better reflects current terminology.</p> <p>We changed “or” to “and” between change and continuity to ensure students are considering both individuals/movements that advocate for change AND individuals/movements that seek to maintain continuity – though not necessarily that the specific individual/movement chosen does both.</p> <p>Committee recommends that the TEKS guide specifically mention the women’s suffrage movement, Dr. Martin Luther King, Jr’s <i>Letter from Birmingham Jail</i>, the life and work of Cesar Chavez and Dolores Huerta, the Chicano Movement, and the Civil Rights Movement more broadly, as a resource for teaching this standard. (SB3)</p>
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<p>16(A) (K)</p>	<p><u>explain</u> U.S. government policies or court decisions that has <u>have</u> affected <u>civil rights</u>, <u>including actions that have advanced and actions that have limited the rights of individuals</u>; <u>and evaluate the impact of these policies or decisions on various groups</u>. a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964, and the U.S. Supreme Court cases Hernandez v. Texas, and Grutter v. Bollinger, <u>(H, CG)</u></p>	<p>CIVIL LIBERTIES & CIVIL RIGHTS CCRS IV.A.2 Language was clarified to ensure that students understand examples of US actions that have both advanced and limited the rights of individuals.</p> <p>The such as list was removed, consistent with our practice throughout this document both because any suggested list would become very long to incorporate the many possible government actions and to leave open the flexibility for teachers to choose a more current (or yet undecided/created) action that would be relevant to their students in the future.</p> <p>Committee recommends that the TEKS Guide include a list of example policies and decisions such as the Civil Rights Act of 1964 (SB3), the Voting Rights Act of 1965 (SB3), <i>the Immigration Act of 1965</i>, the <i>Immigration Reform and Control Act of 1986</i>, and the U.S. Supreme Court cases of <i>Plessy v. Ferguson</i>, <i>Korematsu v. United States</i>, <i>Brown v. Board</i> (SB3), <i>Hernandez v. Texas</i> (SB3), <i>Grutter v. Bollinger</i>, <i>Shelby County v. Holder</i>, <i>University of Texas v. Fisher</i>; <i>Plyer v. Doe</i></p> <p>This list includes several of the examples from the old 16B (which has been eliminated due to the significant overlap with this SE).</p>
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<p>(5)</p>	<p><u>Public Policy. The student understands the roles of the federal and Texas governments in creating public policy and the impact of foreign and domestic policies on individuals, groups, and institutions. To demonstrate this understanding, the student is expected to:</u></p>	<p>Standards are grouped by key concepts in order to make them more understandable and accessible for teachers. Within these broad concepts, a teacher can see standards that work together in a clear sequence. In addition, considering these concepts as a goal for central understanding will assist teachers in assessing their students conceptual understanding in addition to their content knowledge.</p> <p>This particular key concept was chosen because it is important for students to develop an understanding of policymaking and the impact of foreign and domestic policies. This key concept is meant to allow students to synthesize their understanding of the workings of government and apply them to real life examples at a higher level.</p> <p>In the last sentence of the knowledge and skills statements, the committee preferred the language “To demonstrate this understanding, the student is expected to…” to reinforce the idea that the individual SEs are meant to work together so students can deepen and capably express their mastery of this key concept.</p>
<p>5(B) (A)</p>	<p>describe the roles of the executive and legislative branches in setting international trade and fiscal <u>explain examples of the interactions between the branches of US government that influenced foreign and domestic policies; (CG)</u></p>	<p>POLICY CCRS: III.A.2 Together with the old 7E (now 3J), this standard asks students to apply their knowledge of checks and balances and separation of powers to the impact of those policies on foreign and domestic policies.</p> <p>The committee felt that the original standard focused too narrowly on economic policymaking when there are many other considerations for the balance of power between the branches in policymaking.</p> <p>The committee recommends that the TEKS guide include some examples such as the debate over war powers between the Congress and the President, the conflict over immigration policy, humanitarian interventions, taxation policy, agenda setting, or tariffs and other trade policies.</p>

<p>17(A) (B)</p>	<p>explain how <u>the role that</u> U.S. constitutional protections and <u>government policies play in cultural, economic, and technological developments;</u> such as patents have fostered competition and entrepreneurship; and <u>(CG, E)</u></p>	<p>POLICY Combined with the old 17B (now eliminated) Language streamlined to offer teachers broader latitude in selecting relevant policies or constitutional protections for examination. Cultural policies were added to more fully reflect the ways that government action influences the private sector.</p> <p>Committee recommends that the TEKS guide provide examples such as the National Endowment for the Arts, copyright law, the U.S. Patent Office and protections, government assisted research (like the work of NASA and grants for educational institutions), Operation Warp Speed (related to the development of the COVID vaccine), the Small Business Administration and protections of entrepreneurs.</p>
<p>4(B) (C)</p>	<p>compare <u>evaluate the impact of the Texas and national</u> the role of government <u>in on</u> the U.S. free enterprise system, <u>including effects of fiscal and regulatory policies;</u> and other economic systems <u>(CG, E)</u></p>	<p>POLICY Fiscal and regulatory policies was moved from old 4A (now eliminated) in order to clarify the types of policy to be evaluated. This standard was clarified to focus on the advantages and disadvantages of various economic policies without unnecessarily including content more appropriate for a comparative government course. The shift from compare to evaluate also increases the rigor of the standard to enable students to do a higher level task. The committee recommends the TEKS Guide include examples of policies such as tax incentives, social welfare programs, (lack of) state income tax, corporate relocation incentives, environmental and business regulations, etc.</p>

<p>7(G) (D)</p>	<p>explain <u>the causes and effects of U.S. domestic and foreign policy</u> the major responsibilities of the federal government for <u>such as decisions, such as national security and defense; and, the availability of resources, international alliances or compacts, and humanitarian concerns;</u> and (H, CG)</p>	<p>POLICY The added phrase “causes and effects” helps to embed skills practice here. Narrowing this standard to foreign policy only helps create clearer student expectations (and domestic policy is well addressed in the old 7E, now 3J, and the new standards created about issue analysis).</p> <p>Committee recommends that the TEKS guide include examples such as: the effect of American desire for energy independence from a strategic standpoint on West Texas’ development of oil and gas resources, the need for rare earth minerals for modern computing applications, America’s involvement in US MCA, NAFTA, or the United Nations, the effects of actions by organizations such as OPEC, foreign aggression like the Russian attack on Ukraine, terrorism concerns like rise of ISIS, humanitarian crises as both a cause and effect of foreign actions.</p>
<p>7(H) (E)</p>	<p>compare the <u>responsibilities and limitations</u> structures, functions, and processes of national, state, and local governments in the U.S. federal <u>system of federalism and analyze the role of each with respect to a particular policy issue.</u> (H, CG, G, E)</p>	<p>STRUCTURE & FUNCTION OF GOV IV.A.6 This SE is designed to ask students to think about the constitutional principle of federalism and to consider the role of each level of government. It is also important to continually direct students to apply their foundational knowledge to real-life examples of political action.</p> <p>The committee recommends that the TEKS guide include reference to reserved (10th Amendment), shared, and enumerated powers. In addition, examples such as the legalization of marijuana, civil rights disputes, public safety, and public education.</p>
<p>Standards that Were Eliminated</p>		
<p>1(C)</p>	<p>identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p>	<p>Individuals removed because their contributions are covered in old 1B (Judeo Christian legal tradition, English Common Law, and Enlightenment). Committee recommends adding Moses, Blackstone, Locke, Montesquieu, and Hobbes to the upcoming TEKS Guide for old 1B.</p>

1(F)	identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	FOUNDATIONS These references are more appropriate for the TEKS guide, specific to the newly written standard that calls for students to evaluate the changes in executive power. John Marshall is better addressed in the 8 th grade US History course.
2(A)	describe the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	CIVIC PARTICIPATION Removed because some processes of parties are included in old 10A&B and because the details of the actions of these groups are less important than the ways they affect political change.
3(B)	examine political boundaries to make inferences regarding the distribution of political power; and	STRUCTURE & FUNCTION OF GOV Removed to better represent this concept in combination with population shifts as part of the old 3A.
4(A)	explain how government <i>fiscal, and regulatory policies</i> influence the economy at the local, state, and national levels;	POLICY This standard was largely cut to combine with the old 4B in order to streamline and clarify the SE for understanding how state and national policies effect the economy.
5(A)	analyze how economic and natural <i>resources</i> influence U.S. foreign policy; and	POLICY This concept was incorporated into a revised SE (the old 7G) to more broadly consider the causes and effects of US foreign policy decisions.
6(A)	explain the importance of a written constitution;	FOUNDATIONS Removed because this analysis is more appropriate for a comparative government course given that all constitutions up for analysis in this course (Articles of Confederation, the US Constitution, the Texas Constitution) are written.
6(B)	explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	FOUNDATIONS This standard would be more appropriately covered in 5 th and/or 8 th Grade.

6(D)	evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	FOUNDATIONS SE eliminated because an understanding of these principles is covered extensively in 8 th grade. In addition, the committee felt it more effective for seniors to grapple with these ideas in context (and did not want to create redundancy with this SE). As such, limiting the role of government is covered in old 7A, B, and C. Republicanism is addressed in old 11A. Checks and Balances and Separation of Powers are addressed in the old 7E. Federalism is addressed in the old 8A. Individual rights are addressed in the old 12C. Georgia calls them “fundamental principles”
6(F)	identify how the <i>Declaration of Independence and the U.S. Constitution</i> continue to shape American beliefs and principles in the United States today.	Redundant with Introduction, old 7(A) and (B) which specifically mention the meaning and the relationship of these documents to American history. Additionally, (c)(1) also specifically mentions the significance of the Declaration of Independence. These documents were added to the specificity of 1E.
7(D)	identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);	STRUCTURE & FUNCTION OF GOV The specificity of this standard was moved to the TEKS Guide for the old 7D. The only exception is NASA, which is covered in 7 th and 11 th Grade History.
7(F)	analyze selected issues raised by judicial activism and judicial restraint;	CIVIL LIBERTIES & CIVIL RIGHTS This concept was addressed with more comprehensive language in the old 7C as revised to include an emphasis on the role of “judicial philosophies” in jurisprudence.
8(B)	categorize government powers as national, state, or shared;	Redundant. In old 7H and 6D the concept of federalism is explored. The old 7H specifically includes reference to these powers in the suggested annotation for the TEKS guide.
8(C)	analyze historical and contemporary conflicts over the respective roles of national and state governments; and	STRUCTURE & FUNCTION OF GOV Redundant. The old 7H as revised includes an analysis of a political issue and the role of the national/state/local governments.
8(D)	explain how the U.S. Constitution limits the power of national and state governments.	FOUNDATIONS Redundant. The old 7H as revised includes a comparison of the responsibilities and limitations of the different levels of government.

11(B)	analyze advantages and disadvantages of presidential and parliamentary systems of government.	FOUNDATIONS This course is not a comparative government course and should remain confined to U.S. and state/local government.
12(A)	explain the roles of limited government and the <i>rule of law</i> in the protection of individual rights;	Rule of law moved to the old 1A, as a foundational political idea alongside unalienable rights and social contract theory. Concept of limited government is redundant with the old 6D.
12(B)	identify and define the unalienable rights;	Redundant. Repeats concepts in the old 1A.
12(E)	analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including <i>Engel v. Vitale</i>, <i>Schenck v. United States</i>, <i>Texas v. Johnson</i>, <i>Miranda v. Arizona</i>, <i>Gideon v. Wainwright</i>, <i>Mapp v. Ohio</i>, and <i>Roe v. Wade</i>;	CIVIL LIBERTIES & CIVIL RIGHTS The committee feels that while it is important for teachers to use significant Supreme Court cases as examples for their students learning about major developments in civil liberties case law—it is better to allow teachers the freedom to choose from potential contemporary cases that may feel more relevant to their students and communities. To balance the more open language (like in the old 12D), the TEKS Guide should include these and other more recent cases of note for each of the liberties considered in the cases formerly listed here.
13(A)	describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;	CIVIC PARTICIPATION Redundant with the old 13B as revised.
16(B)	explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.	CIVIL LIBERTIES & CIVIL RIGHTS Removed because of significant overlap with the concept in the old 16A. Also, the Servicemen's Readjustment Act is addressed in 11 th Grade.
17(B)	identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.	POLICY Combined with the old 17A
18(A)	describe the potential impact of recent scientific discoveries and technological innovations on government policy; and	Removed because redundant with the revised version of the old 17A.
(19) (6)	Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.
(A)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	CCRS: IV.A.2

(B)	create a product on a contemporary government issue or topic using critical methods of inquiry;	
(C)	analyze and defend a point of view on a current political issue;	CCRS: IV.A.3
(D)	analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and	CCRS: IV.D.2
(E)	evaluate government data using charts, tables, graphs, and maps.	CCRS: III.A.1
(20) (7)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	use social studies terminology correctly; and	
(B)	create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.	CCRS: V.A.1
(21) (8)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

§113.75 ~~113.31~~. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted ~~2018~~ 2022.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.	
(b)	Introduction.	
(1)	<u>The economic way of thinking is developed early in the course and serves as a framework for all the economics in the rest of the course. Students should be able to apply the economic way of thinking and evaluate opportunity costs to the decisions by households, firms, and governments domestically and internationally.</u>	
(2)(+)	Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.	
(3)(+)	Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(4)(+)	Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).	
(5)(+)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	

(6)(5)	As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.	
(7)(6)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text from the Declaration of Independence: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness-- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(8)(7)	Students discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	Economics. The student understands the concepts of scarcity, <u>choice</u> , and opportunity costs. The student is expected to:	

(A)	explain why scarcity is a and choice are basic economic problem problems faced by every society;	Choice is not a problem; scarcity is a problem.
(B)	describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;	
(C)	describe the economic factors of production: land, labor, capital, and entrepreneurship; and	
(D)	interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.	
(2)	Economics. The student understands the interaction of supply, demand, and price. The student is expected to:	
(A)	understand the effect of changes in price on the quantity demanded and quantity supplied;	
(B)	identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and	
(C)	interpret a supply-and-demand graph using supply-and-demand schedules.	
(3)	Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:	
(A)	apply the concepts of absolute and comparative advantages;	
(B)	compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and	
(C)	analyze the effects of changes in exchange rates on imports and exports.	
(4)	Economics. The student understands free enterprise (market) system, mixed socialism , and command communism economic systems. The student is expected to:	
(A)	explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;	
(B)	contrast current and historic examples of the free enterprise (market) system, mixed socialism , and command communism using the basic characteristics of economic systems; and	Changing vocabulary to incorporate current economic terminology.
(C)	analyze the contributions of various economic philosophers, including Friedrich Hayek , Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.	Milton Friedman, John Maynard Keynes, and Adam Smith are sufficient.

(5)	Economics. The student understands the basic characteristics and benefits of the U.S. free enterprise system. The student is expected to:	
(A)	explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; and	
(B)	analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.	
(6)	Economics. The student understands the right to own, use, and sale dispose of private property. The student is expected to:	Clarified language.
(A)	analyze the costs and benefits of the purchase, use, or sale disposal of personal and business property; and	Clarified language.
(B)	identify and evaluate examples of restrictions that the government places on the use of business and individual property.	
(7)	Economics. The student understands the circular-flow model of the economy. The student is expected to:	
(A)	interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and	
(B)	explain how government actions affect the circular-flow model.	
(8)	Economics. The student understands types of market structures. The student is expected to:	
(A)	describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly in product markets and monopoly in resource markets ; and	Added language to be more inclusive of both markets in the circular flow model.
(B)	identify regulations that apply to the establishment and operation of various types of market structures.	
(9)	Economics. The student understands key economic measurements. The student is expected to:	
(A)	interpret economic data, including unemployment rate , gross domestic product, gross domestic product per capita, unemployment rate , labor force participation rate , and inflation rate , as measures of economic well-being a measure of national wealth , and rate of inflation ; and	Change in language to be more reflective of the indicators that are used to measure economic well-being.
(B)	analyze business cycles using key economic indicators.	
(10)	Economics. The student understands key components of economic growth. The student is expected to:	
(A)	analyze how productivity relates to growth;	

(B)	analyze how technology relates to growth; and	
(C)	analyze how trade relates to growth.	
(11)	Economics. The student understands the role of money in an economy. The student is expected to:	
(A)	describe the functions <u>and characteristics</u> of money;	Combined with (B)
(B)	<u>differentiate between</u> describe the characteristics of money, including commodity money; <u>and</u> fiat money. and representative money; and	Increased accuracy
(C)	analyze the positive and negative aspects of barter, currency, and debit cards.	Redundant with (A)
(12)	Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:	
(A)	explain the structure of the Federal Reserve System;	
(B)	<u>analyze policy implementation tools for targeting the federal funds rate used in U.S. monetary policy, including Interest on Reserve Balances, Overnight Reverse Repurchase Agreement Facility, Discount Window, and open market operations;</u> analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open market operations;	Updated language to match the Federal Reserve's suggested language.
(C)	explain how the actions of the Federal Reserve System affect the nation's money supply; and	
(D)	describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.	This SE has already been discussed in (3)(C) and also with (11)(B).
(13)	Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:	This KS is redundant with KS (14) and KS (4)
(A)	describe the role of government in the U.S. free enterprise system and the changes in that role over time; and	
(B)	analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.	Moved to new (13)(B)
(13) (14)	Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:	
<u>(A)</u>	<u>analyze how the government's fiscal policy tools can be used to achieve full employment, price stability, and economic growth;</u>	Moved ideas in old 13(B) to this student expectation.

(B) (A)	identify types of taxes at the local, state, and national levels and the economic importance of each;	
(C) (B)	explain the categories of revenues and expenditures in the U.S. federal budget; and	
(D) (C)	analyze the <u>expansionary and contractionary</u> impact of fiscal policy decisions on the economy.	Clarified language.
(14) (15)	Personal financial literacy. The student understands types of business ownership. The student is expected to:	
(A)	explain the characteristics of sole proprietorships, partnerships, and corporations; and	
(B)	analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.	
(15) (16)	Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:	
(A)	explain the functions of financial institutions and how they affect households and businesses;	
(B)	explain how the amount of savings in an economy is the basis of capital formation;	
(C)	analyze the role of interest and risk in allocating savings to its most productive use; and	
(D)	examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.	TEKS Guide: checking, savings, certificates of deposit, money market, brokerage
(16) (17)	Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:	
(E)(A)	assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;	
(B)	explain how to begin a savings program;	
(A)(C)	demonstrate how to maintain a checking account, including reconciling a bank statement;	
(C)(D)	identify the types of loans available to consumers;	
(D)	<u>identify the characteristics and dangers of predatory lending practices;</u>	TEKS Guide: long-term consequences of predatory lending; excessive interest rates; hidden fees; short-term lending, which leads to refinancing of original debt; negative credit score impacts
(F)(E)	explain the responsibilities and obligations of borrowing money; and	
(G)(F)	develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.	

(17) (18)	Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:	
(A)	examine ways to avoid and eliminate credit card debt;	
(B)	evaluate the costs and benefits of declaring personal bankruptcy;	
(C)	evaluate the costs and benefits of buying insurance; and	
(D)	evaluate the costs and benefits of charitable giving; and	
(19)	Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:	Redundant; Budget requires much more than merely owning a home. Therefore, more standard should be added or these SEs should be moved to a different KS.
(E) (A)	evaluate the costs and benefits of renting a home versus buying a home; and	This SE fits better in (18).
(E)	<u>evaluate the costs and benefits of owning or leasing a vehicle.</u>	Added owning or leasing a vehicle from the PFL-Eco hybrid course.
(B)	assess the financial aspects of making the transition from renting to home ownership.	19 A and B are the same; they fit better in (18).
(18) (20)	Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	
(A)	understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education <u>or the Texas Application for State Financial Aid (TASFA);</u>	
(B)	<u>investigate and evaluate the costs and benefits among postsecondary education and training institutions;</u>	PFL.15.C and 16.A TEKS Guide: public universities, private universities, for-profit colleges, certification programs, and community colleges
(B)	research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;	Deleted because there is not enough time to teach this SE.
(C)	analyze and compare student <u>grant</u> options;	This SE has been combined with the (C).
(C) (D)	analyze and compare student <u>grant and</u> loan options, including private and federal loans; and	
(E)	research and evaluate various work-study program opportunities.	Deleted because there is not enough time to teach this SE.

(19) (21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:	TEA Comment: Work Group B is drafting recommendations to the social studies skills strand.
(A)	analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	
(B)	create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;	
(C)	explain a point of view on an economic issue;	
(D)	analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and	
(E)	evaluate economic data using charts, tables, graphs, and maps.	
(20) (22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	
(A)	use social studies terminology correctly; and	
(B)	create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.	
(21) (23)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	

§113.76 ~~113.62~~. Personal Financial Literacy and Economics (One-Half Credit), Adopted 2022.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 11–12. Students shall be awarded one-half credit for successful completion of this course.	TEA Comment: The work group drafted new student expectations based on the new personal financial literacy and economics course, which was the first course the group worked on. Changes indicated in this document reflect the work group's recommendations from the combined personal financial literacy course.
(b)	<u>Introduction.</u>	
(1)	The economic way of thinking is developed early in this course and serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will be able to demonstrate the ability to anticipate and address financial challenges as these challenges occur over the student's lifetime. In addition, this course introduces students to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.	Info from PFL-Eco hybrid
(2)	Personal Financial Literacy and Economics builds upon and extends the economic content and concepts studied from kindergarten through grade 12 social studies courses in Texas. The course provides a foundation in both microeconomics and macroeconomics. Students will survey the impact of demand, supply, various industry structures, and government policies on the market for goods, services, and wages for workers. Macroeconomic study involves economic systems with an emphasis on free enterprise market systems, goals of full employment, price stability, and growth, while examining problems like unemployment and inflation, and the policies enacted to deal with them. The course also builds upon and extends <u>elementary and middle school</u> the personal finance content and concepts <u>taught</u> studied from kindergarten through grade 8 in mathematics courses in Texas. It is an integrative course that applies the same economic way of thinking developed to making choices about how to allocate scarce resources in an economy to how to make them at the personal level. It requires demonstrated critical thinking by students who explore how to invest in themselves with education and skill development, how to earn income, how to budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and will understand that doing so will impact their standard of living and long-term financial well-being. Further, students will connect how their financial decision making will impact the greater economy.	legislation
(3)	This course was created in response to TEC §28.025(b-22), satisfies the high school requirement, and meets the two-thirds of instructional time in personal financial literacy and one-third of instruction time in economics. In addition, the course addresses new financial challenges of modern economy.	

(3)(4)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(4)(5)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(5)(7)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(6)(8)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(7)(9)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>Personal financial decision making. The student applies the fundamental economic concepts of scarcity, choice, and opportunity costs to financial decision making. The student is expected to:</u> Economics. The student understands the fundamental concepts of economics. The student is expected to:	

(A)	<u>analyze how the concepts of scarcity, choice, and opportunity costs apply to decision-making;</u>	Eco.1.A
(B)	<u>apply interpret a production-possibilities model to choices about spending and saving income curve and apply the concepts of scarcity, choice, and opportunity costs;</u>	Eco.1D
(C)	explain how the production-possibilities curve represents cost-benefit decision-making;	This SE is redundant with the new (1)(B).
(C)(D)	<u>use the circular flow model to identify how households, firms, and governments interact in both resource markets and product markets;</u>	Circular flow model is an example of free-enterprise economic system
(E)	identify the role of the entrepreneur in creating businesses;	Deleted these SEs to focus more on personal financial decision making
(F)	evaluate how prices and quantities are determined through supply and demand;	
(G)	interpret a supply and demand graph, including equilibrium point, surpluses, and shortages;	Eco.2.C CCRS: Math IX.B.2
(H)	analyze how non-price determinants of supply and demand affect equilibrium price and equilibrium quantity; and	
(D)(H)	<u>explain how supply and demand determine price and quantity exist in both resource and product markets.</u>	
(E)	<u>describe the influences that interfere with rational behavioral finance decisions;</u>	Behavioral finance concepts: mental accounting, herd behavior, emotional gap (interference), anchoring, self-attribution (overconfidence in our decision making), heuristics, status quo bias, sunk-cost fallacy Biases created by behavioral finance - experiential or recency bias, loss aversion, familiarity bias.
(F)	<u>identify how modern marketing strategies influence consumer behavior.</u>	Examples for TEKS guide: artificial intelligence, social media, advertising
(2)	Personal financial literacy Investing in education and skills. The student recognizes the costs and benefits of various types of postsecondary education and training throughout the lifetime. The student is expected to:	
(A)	<u>analyze the relationship between education and training and earnings throughout the student's lifetime;</u>	PFL.15.A

(B)	<u>investigate and evaluate the costs and benefits among postsecondary education and training institutions;</u>	PFL.15.C and 16.A TEKS Guide: public universities, private universities, for-profit colleges, certification programs, and community colleges
(C)	<u>describe the process for completing grant and scholarship applications, including the Free Application for Federal Student Aid (FAFSA) provided by the U.S. Department of Education or the Texas Application for State Financial Aid (TASFA);</u>	PFL.16.B
(D)	analyze and compare student grant and loan options, including private and federal loans;	Eco.20.D
(E)	<u>interpret data from a student aid report; and</u>	
(F)	<u>research and align interests and skills with potential careers and postsecondary education to assure a life strategy that will produce employment the student enjoys with a desired standard of living.</u>	Financial Math 17.B
(3) (4)	Earning Personal financial literacy—earning. The student recognizes that a variety of factors influence income. The student is expected to:	
(A)	<u>identify sources of income, including wages and salaries, profits, interest, rent, dividends, and capital gains;</u>	Financial Math.3.A
(B)	<u>compare common employee benefits such as health insurance, sick leave, retirement plans, and other tax-favored health and dependent care plans;</u>	Financial Math.3.B
(C)	<u>describe the impact of pre- and post-tax investing on earned income;</u>	Added this SE to tie into the pre- and post-tax investing in the investing strand.
(D) (E)	<u>differentiate among and calculate gross, net, and taxable income; and</u>	Financial Math.3.C
(E) (D)	<u>identify factors such as educational attainment and market demand for careers that would influence the labor market and affect income; and</u>	
(F)	<u>construct a cost-benefit analysis on supplemental income.</u>	TEKS guide: part-time jobs, opportunities with Uber or Lyft, Etsy, etc.
(4) (5)	<u>Personal financial literacy--entrepreneurship. The student discusses the opportunities available for entrepreneurship. The student is expected to:</u>	
(A)	<u>identify the role of the entrepreneur in creating businesses;</u>	Moved from (1)(E)
(C) (A)	<u>explain how income is earned as an entrepreneur, including profits from the creation or ownership of businesses;</u>	

(D) (B)	<u>compare total compensation and additional benefits and obligations as a self-employed or independent contractor with total compensation as an employee;</u>	Financial Math.3.K
(E) (C)	<u>discuss the resources available for entrepreneurship and the federal, state, and local agencies available for assisting or providing grants for the creation of a small business;</u>	TEKS Guide: include Small Business Administration (SBA), Texas Secretary of State's Office, local economic development agencies, and non-governmental organizations (NGOs)
(B) (D)	<u>analyze the risks and rewards of entrepreneurship, including starting a new business, owning a small business, and purchasing a franchise; and</u>	
(F) (E)	<u>explain the characteristics of business organization such as sole proprietorships, partnerships, and corporations.</u>	
(5) (6)	<u>Spending Personal financial literacy—spending.</u> The student understands how to set personal spending goals. The student is expected to:	
(A)	<u>develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based;</u>	PFL.1.D
(B)	<u>analyze the opportunity costs of spending and saving in recognizing short-, medium-, and long-term goals;</u>	TEKS guide: what are the opportunity costs of buying a cell phone (short-term)
(C)	<u>identify and prioritize types of purchases and charitable giving;</u>	TEKS guide: discretionary and necessary purchases, fixed and variable expenses
(D)	<u>evaluate various forms of financial exchange such as cash, checks, credit cards, debit cards, mobile payment applications, and electronic transfers;</u>	
(E)	<u>discuss the importance of tracking income and expenses to reconcile financial records;</u>	
(F)	<u>evaluate the impact of unplanned spending;</u>	PFL.2.F
(G)	<u>analyze costs and benefits of owning versus renting housing;</u>	PFL.4.A TEKS Guide: include payment, interest, taxes, and insurance, maintenance, unexpected repairs, HOA fees
(H)	<u>analyze costs and benefits of owning versus leasing a vehicle;</u>	PFL.4.B TEKS Guide: include monthly payment, insurance, gas, mileage, registration, general maintenance and unexpected repairs
(6) (7)	<u>Credit Personal financial literacy—credit</u> and debt. The student understands the costs and benefits of borrowing. The student is expected to:	

(A)	<u>evaluate if and when to use credit</u> by considering the truth in lending disclosures;	TEKS guide: borrowing for education v. borrowing to buy a television
(B)	<u>evaluate the information in the truth in lending disclosures on the decision to use credit</u>	TEKS Guide: fixed versus variable interest, length of term, grace period, and additional fees such as late payment, cash advance, and prepayment penalties
(C) (⊕)	<u>compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;</u>	PFL.8.A
(D) (⊖)	<u>discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and the ability to obtain credit;</u>	PFL.9.A
(E) (⊕)	<u>explain strategies to reduce total cost of borrowing such as making a higher down payment and additional principal payments; and</u>	PFL.10.B
(F) (⊕)	<u>compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit;</u>	PFL.8.B TEKS guide: include credit cards, home equity loans, HELOC, unsecured personal loan in compare and contrast
(G) (⊕)	<u>describe how to access and interpret a sample credit report and score;</u>	PFL.9.B
(H) (⊕)	<u>describe the importance of monitoring credit reports regularly and addressing mistakes;</u>	PFL.9.C
(I) (⊕)	<u>identify the characteristics and dangers of predatory lending practices;</u>	TEKS Guide: long-term consequences of predatory lending; excessive interest rates; hidden fees; short-term lending, which leads to refinancing of original debt; negative credit score impacts
(J) (⊕)	<u>identify factors that could lead to bankruptcy such as medical expenses, job loss, divorce, or a failed business;</u>	PFL.9.D
(7)	<u>Saving Personal financial literacy—saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:</u>	PFL.5
(A)	<u>determine the exponential growth benefits of starting early to invest with continuous contributions;</u>	
(B)	<u>determine the number of years it will take for savings to double in value by using the rule of 72;</u>	
(C)	<u>evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds;</u>	PFL.6.C

(D)	<u>evaluate risk and return of various investment options, including stocks, bonds, mutual funds, and exchange-traded funds (ETFs);</u>	PFL.6.D
(E)	<u>evaluate the relative benefits of pre-tax and post-tax investing;</u>	TEKS guide: list plans 403Bs, 401Ks, 529s, and other types of saving plans
(F)	<u>develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;</u>	PFL.5.A TEKS guide: Sinking fund or emergency fund
(G)	<u>develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle; and</u>	PFL.5.B
(H)	<u>develop a long-term investing strategy to achieve a goal such as a financially secure retirement.</u>	PFL.5.C
(8)	<u>Protecting Personal financial literacy—protecting and insuring. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks to avoid potential loss of assets and earning potential. The student is expected to:</u>	
(A)	<u>apply risk management strategies, including avoiding, reducing, retaining, and transferring risk;</u>	PFL.11.B TEKS Guide: such as extended warranties, mortgage protection life insurance, accidental death and dismemberment life insurance, car loan payoff coverage, debt cancellation coverage, and credit life coverage;
(B)	<u>define insurance terminology, including premiums, deductibles, co-pays, and policy limits;</u>	PFL.12.A
(C)	<u>explain the costs and benefits of different types and sources of health insurance;</u>	PFL.12.B TEKS Guide: such as individual health plans, employer-provided health plans, and government-provided health plans;
(D)	<u>explain the costs and benefits of disability and long-term care insurance;</u>	PFL.12.C
(E)	<u>explain the costs and benefits of life insurance, including term insurance and whole life insurance;</u>	PFL.12.D
(F)	<u>explain the costs and benefits of property insurance, including homeowner's and renter's insurance;</u>	PFL.12.E
(G)	<u>explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, and geographic location;</u>	PFL.12.F
(H)	<u>identify ways to reduce risk of identity theft and protect personal information;</u>	PFL 13.A

(I)	<u>recognize common schemes and scams such as Ponzi schemes, pyramid, phishing, check cashing, and home renovation scams;</u>	PFL 13.B
(J)	<u>explain how consumer protection agencies protect consumers against fraud;</u>	TEKS Guide: list Broker Check, Office of the Attorney General (OAG), Better Business Bureau, Consumer Financial Protection Bureau, and the Texas Department of Insurance; and
(K)	<u>explain the importance of estate planning, including guardianship of minor children, wills, beneficiary designation, power of attorney, living will, and medical directives.</u>	PFL 14.A and B
(9)	<u>Taxes. The student understands the role taxes play in personal finance. The student is expected to:</u>	
(A)	<u>identify and discuss different types of federal, state, and local taxes;</u>	TEKS guide: federal income tax, federal excise taxes, State: sales tax, state income tax (not in Texas), vehicle registration Local: property taxes, sales tax, vehicle registration, permit fees
(B)	<u>identify items needed for the preparation of a federal tax return;</u>	TEKS guide: W-2, 1099
(C)	<u>explain the methods for filing a federal tax return and when the return is due;</u>	TEKS guide: paper, digital, paying another person to file
(D)	<u>identify and explain the costs and benefits of payroll taxes;</u>	
(E)	<u>differentiate between progressive and regressive taxes at various income levels.</u>	
(10)(9)	<u>Personal financial literacy skills. The student understands how to set personal financial goals. The student is expected to:</u>	The work group's goal for this separate strand is for students to be able to integrate the skills horizontally. The course is holistic in nature and every strand is interconnected. Personal financial goals guide one's spending, saving, investing at any given point in one's life. Students should be able to apply the content learned in this course in practice to a personal financial plan.
(A)	<u>use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</u>	Eco.20.A

(B)	<u>develop a budget that incorporates short-, medium-, and long-term financial goals; and</u>	TEKS guide: students can do zero-based budgeting, 50-20-30 rule budget, incremental budgeting (making marginal changes to budget), pay yourself first of how to think about a budget
(C)	<u>demonstrate how earning income, spending, credit, debt, saving and investing, protecting and insuring are part of a comprehensive financial plan; and</u>	
(D)	<u>evaluate progress toward goals using standard personal financial tools such as cash flow, balance sheet (net worth statement), and future value projections.</u>	TEKS guide: students can evaluate progress toward short-, medium, and/or long-term goals.

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~~§113.49. Personal Financial Literacy (One-Half Credit), Adopted 2016.~~

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one-half credit for successful completion of this course.	
(b)	Introduction.	
(1)	Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.	
(2)	Personal Financial Literacy is designed to be an interactive and research-based course. The course will teach students to apply critical thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. There are many references to conducting a cost-benefit analysis for spending and investing decisions. Students evaluate the necessity of the purchase, the quality or value of the purchase or investment compared to other alternatives, and the total cost of acquisition, particularly in the context of financing options. Students also understand the power of both compound growth on investments and compound interest on debt and how these concepts affect the ability to build wealth over time.	
(3)	This one-half elective credit course includes instruction in methods of paying for college and other postsecondary education and training along with completing the application for federal student aid provided by the U.S. Department of Education. Students analyze the relationship between education and training and earnings potential; evaluate the quality of potential college, postsecondary education, and training courses; evaluate the total cost of these programs; and analyze the advantages and disadvantages of various sources of funds to pay for their education.	
(4)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	

(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(6)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(7)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(e)	Knowledge and skills.	
(1)	Earning and spending. The student understands how to set personal financial goals. The student is expected to:	
(A)	differentiate between needs and wants in evaluating spending decisions;	
(B)	investigate the student's money personality, including spending and saving propensity;	
(C)	demonstrate an understanding of the value and benefits of charitable giving; and	
(D)	develop financial goals for the short, medium, and long term that are specific, measurable, attainable, realistic, and time based.	
(2)	Earning and spending. The student understands how financial statements are used to assess and monitor financial well-being. The student is expected to:	
(A)	reconcile a bank statement with personal records to ensure the accuracy of deposits, withdrawals, and transfer activities;	
(B)	track income and expenses and develop an income statement;	

(C)	develop a budget that incorporates short-, medium-, and long-term financial goals;	
(D)	identify assets and liabilities;	
(E)	construct a balance sheet or net worth statement; and	
(F)	evaluate the impact of unplanned spending on a budget.	
(3)	Earning and spending. The student analyzes components of compensation from employment. The student is expected to:	
(A)	identify benefits such as health insurance contributions, retirement benefits, sick leave, vacation pay, flexible spending account, health savings account, workers compensation, life insurance, and disability insurance;	
(B)	identify taxes that are deducted from paychecks, including Federal Insurance Contributions Act (FICA) and federal income taxes; and	
(C)	calculate gross and net pay using information on a paycheck.	
(4)	Earning and spending. The student critically evaluates consumption decisions. The student is expected to:	
(A)	analyze costs and benefits of owning versus renting housing;	
(B)	analyze costs and benefits of owning versus leasing a vehicle;	
(C)	compare total costs of alternative methods of payment such as rent to own, store credit, installment agreements, cash, bank credit card, and debit card; and	
(D)	apply strategies for making informed decisions about purchasing consumer goods such as comparing prices per unit, looking for sales or promotions, and negotiating price.	
(5)	Saving and investing. The student understands the importance of saving and investing in creating wealth and building assets. The student is expected to:	
(A)	develop a short-term saving strategy to achieve a goal such as establishing and maintaining an emergency fund;	
(B)	develop an intermediate-term saving and investing strategy to achieve a goal such as accumulating a down payment on a home or vehicle;	
(C)	explain the tax benefits of charitable contributions; and	
(D)	develop a long-term investing strategy to achieve a goal such as a financially secure retirement.	

(6)	Saving and investing. The student understands the implementation of a saving and investing plan. The student is expected to:	
(A)	discuss the role of financial institutions and markets in saving and investing;	
(B)	demonstrate the impact of compound growth over time;	
(C)	evaluate the costs and benefits of various savings options such as bank savings accounts, certificates of deposit, and money market mutual funds; and	
(D)	evaluate risk and return of various investment options, including stocks, bonds, and mutual funds.	
(7)	Saving and investing. The student demonstrates an understanding of the importance of planning for retirement. The student is expected to:	
(A)	identify costs of retirement such as living expenses, health care expenses, and long-term care expenses;	
(B)	identify and explain sources of income during retirement, including Social Security, individual savings, and employer-sponsored plans; and	
(C)	demonstrate an understanding of the importance of saving early and at a sufficient level to achieve financial security in retirement.	
(8)	Credit and borrowing. The student understands the use of credit to make purchases. The student is expected to:	
(A)	compare and contrast sources of credit such as banks, merchants, peer-to-peer, payday loans, and title loans;	
(B)	compare and contrast types of credit, including revolving and installment credit, and collateralized loans versus unsecured credit; and	
(C)	evaluate the impact of credit decisions on monthly budget, income statement, and net worth statement.	
(9)	Credit and borrowing. The student identifies factors that affect credit worthiness. The student is expected to:	
(A)	discuss how character, capacity, and collateral can adversely or positively impact an individual's credit rating and the ability to obtain credit;	
(B)	describe how to access and interpret a sample credit report and score;	
(C)	describe the importance of monitoring credit reports regularly and addressing mistakes;	

(D)	identify factors that could lead to bankruptcy such as medical expenses, job loss, divorce, or a failed business; and	
(E)	appraise the impact of borrowing decisions on credit score, including consequences of poor credit management and bankruptcy.	
(10)	Credit and borrowing. The student evaluates a decision to use credit. The student is expected to:	
(A)	examine the components of the cost of borrowing, including annual percentage rate (APR), fixed versus variable interest, length of term, grace period, and additional fees such as late payment, cash advance, and prepayment penalties;	
(B)	explain strategies to reduce total cost of borrowing such as making a higher down payment and additional principal payments; and	
(C)	differentiate between the use and cost of debit and credit cards.	
(11)	Insuring and protecting. The student recognizes financial risks faced by individuals and families and identifies strategies for handling these risks. The student is expected to:	
(A)	identify risk as potential loss of assets or earning potential; and	
(B)	apply risk management strategies, including avoiding, reducing, retaining, and transferring risk.	
(12)	Insuring and protecting. The student identifies the costs and benefits of insurance for transferring risk. The student is expected to:	
(A)	define insurance terminology, including premiums, deductibles, co-pays, and policy limits;	
(B)	explain the costs and benefits of different types and sources of health insurance such as individual health plans, employer-provided health plans, and government-provided health plans;	
(C)	explain the costs and benefits of disability and long-term care insurance;	
(D)	explain the costs and benefits of life insurance, including term insurance and whole life insurance;	
(E)	explain the costs and benefits of property insurance, including homeowner's and renter's insurance;	
(F)	explain the costs and benefits of automobile insurance and factors that impact the price of insurance, including the type of vehicle, age and sex of driver, driving record, deductible, and geographic location; and	

(G)	explain the costs and benefits of supplemental types of insurance such as extended warranties, mortgage protection life insurance, accidental death and dismemberment life insurance, car loan payoff coverage, debt cancellation coverage, and credit life coverage.	
(13)	Insuring and protecting. The student understands how to identify and protect themselves from frauds, schemes, and scams. The student is expected to:	
(A)	identify ways to protect personal information and reduce risk of identity theft;	
(B)	recognize common schemes and scams such as investment, pyramid, phishing, check cashing, and home renovation scams; and	
(C)	demonstrate an understanding of how to use consumer protection agencies such as the Better Business Bureau, Consumer Financial Protection Board, or the Texas State Securities Board to research and report fraud.	
(14)	Insuring and protecting. The student understands the legal instruments available for estate planning. The student is expected to:	
(A)	explain the importance of guardianship of minor children, wills, and beneficiary designation; and	
(B)	explain the importance of a power of attorney, living will, and medical directive.	
(15)	College and postsecondary education and training. The student recognizes the costs and benefits of various types of college, postsecondary education, and training. The student is expected to:	
(A)	analyze the relationship between education and training and earnings;	
(B)	identify types of costs associated with college, postsecondary education, and training;	
(C)	compare costs among postsecondary education and training institutions such as public universities, private universities, certification programs, and community colleges; and	
(D)	analyze the quality of education investment using measures such as academic reputation, selectivity and rigor in a chosen area of study, average starting salary of students graduating in chosen field, and likelihood of student graduation.	
(16)	College and postsecondary education and training. The student understands various options for paying for college, postsecondary education, and training. The student is expected to:	
(A)	understand how, why, and when to complete grant and scholarship applications and the Free Application for Federal Student Aid (FAFSA) provided by the U.S. Department of Education;	
(B)	research various sources of funds for postsecondary education and training, including student loans, grants and scholarships, and other sources such as work study and military programs; and	

(C)	analyze the advantages and disadvantages of various sources of funds for postsecondary education and training, including student loans, grants and scholarships, and other sources such as work-study and military programs.	
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§113.78 113.45 Psychology (One-Half Credit), Adopted 2022. ~~Beginning with School Year 2011-2012~~

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	In Psychology, an elective course , students <u>will be introduced to the</u> study the science of <u>human</u> behavior and mental processes. <u>In this survey course, S</u> students <u>will</u> examine the full scope of the science of psychology theories and research on various topics such as the historical framework, methodologies, mental health, <u>stress</u> , personality development , social psychology, motivation, emotion, intelligence, human development, sensation, perception, cognition, learning, and biological foundations.	Because of graduation requirement changes, “elective” was removed. “Science” was removed to clarify psychology as a social studies credit. Since psychology is a survey course, “full scope” was removed. High-interest and relevant topics were placed first in the list.
(2)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(3)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	

(5)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	Social studies <u>Psychology skills. The student applies critical-thinking skills independently and collaboratively to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</u>	New language added to reflect specific skills to the field of Psychology. Added “independently and collaboratively” to include new SEs below. Skills were moved from the bottom of the document to the top. This is the old KS 14.
(A)	create a <u>written, oral, and-or visual product on a contemporary psychology-related issue or topic using critical methods of inquiry such as structured, guided, or open inquiry:</u>	<p>“Social studies” deleted so products created are more psychology focused. CCRS connections include V.A.1 and V.A.2.</p> <p>SE was moved from old 14A and 15D and was combined to streamline and to provide differentiation and choice.</p> <p>TEKS Guide Recommendation: Examples of written products include essay, short answer, reflection, free-writing exercise, APA-formatted reports, blogs, sleep/dream logs, webpages, portfolios</p> <p>Examples of oral products include individual or group presentations, vlogs, skits, digital media</p> <p>Examples of visual products include posters, foldables, webpages, infographics, digital slides, vlogs, advertisements, skits, memes, digital media</p> <p>TEKS Guide Recommendation: Add detailed explanations for methods of inquiry (structured inquiry, guided inquiry, and open inquiry). Align to Science TEKS Guide.</p>

(B)	<u>collect relevant information from a variety of sources representing multiple viewpoints and evaluate the credibility of the sources to develop a claim;</u>	SE created to provide students opportunity to find and evaluate sources and claims based on research. National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Standards referenced. CCRS connections include IV.B.3. and IV.B.4. TEKS Guide Recommendation: Add detailed explanation of what “claim” means. Add definition of “viewpoints.”
(B) (C)	<u>identify and compare the characteristics of qualitative and quantitative psychological research;</u>	New SE combines qualitative and quantitative. SE language moved from old 14B and 14C.
(D)	<u>identify psychology concepts and communicate how these concepts relate to students’ lives and contemporary events; and</u>	SE allows for students to make connections between psychology concepts from the course, their own lives, and contemporary topics. CCRS connections include V.A.1, V.A.2 and V.B.1.
(E)	<u>collaborate on a written, oral, or visual product on a psychology topic using methods of civil discourse such as persuasion, compromise, debate, and negotiation.</u>	Language in this SE was pulled from old SE 16C. Concept of collaboration included because of strong connections to Psychology. CCRS connections include I.E.2. WG B’s skill recommendations include idea of “civil discourse” which has been added here. TEKS Guide Recommendation: Add a detailed explanation of “collaboration” and include STEM Fluency Rubric link that includes the bullet points for collaboration. See below. <ul style="list-style-type: none"> • Ability to operate effectively in a team environment • Appreciation for diversity and inclusion • Cultural awareness • Capitalizing on strengths and weaknesses within the group
(4) (2)	History. <u>Foundations of Psychology and Research Methods.</u> The student understands the development of the field of psychology <u>as a social science.</u> The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity.
(A)	identify characteristics that differentiate the field of psychology from other related social sciences;	This SE is too vague and ESC survey data called for streamlining.
(B) (A)	<u>define psychology as a discipline and trace differentiate</u> the historical development of the contemporary perspectives in psychology, including biological, behavioral, cognitive, sociocultural, humanistic, and psychodynamic; and	SEs did not ask students to define psychology as a discipline. Verb changed to differentiate to increase rigor. Aligned to CCRS SS IV.B.2

(C)(B)	explore subfields and <u>research and identify</u> career opportunities available in the science of psychology;	SE was redundant and unclear. Verb clarified to explain how to measure exploration.
(2)	Science of psychology. The student differentiates the processes of theory development and validation. The student is expected to:	Incorporated this knowledge statement into the first strand to streamline.
(A)(C)	define and differentiate the concepts of <u>the term</u> theory <u>in order to explain how the field of psychology changes over time and principle;</u>	Principles are not a major part of the field of psychology. Addressed feedback to provide clarity.
(B)(D)	identify and describe the basic methods of social scientific reasoning <u>explain how psychologists conduct research to describe, explain, predict, and control behavior;</u>	“Social scientific reasoning” was too vague.
(E)	<u>describe the types of research methods used by psychologists including observation, case study, survey, and experiment;</u>	State of Georgia and American Psychological Association (APA) standards include the research methods which is currently missing from the Texas standards.
(F)	<u>identify the essential characteristics of psychological experiments including independent variables, dependent variables, experimental groups, control groups, and identify their optional characteristics such as single-blind, double-blind, and placebo controls;</u>	State of Georgia standards include the experimental elements which is currently missing from the Texas standards.
(G)(G)	apply <u>analyze</u> the standards of the American Psychological Association (APA) for ethical decision-making regarding the collection, storage, and use of psychological data; and	Applying the APA standards implies students must conduct an experiment. Changed to analyze to make the SE more measurable. Aligned with CCRS SS I.F.1
(D)(H)	define and interpret measures of central tendency (mean, median, and mode) and dispersion (range and standard deviation). <u>analyze and interpret data to explain correlation versus causation in psychological research.</u>	SE is redundant from previous Math TEKS. New language is more psychology focused. Aligned with CCRS SS IV.B.3, IV.A.6
(3)	Science of psychology. Biological Bases of Behavior The student understands the relationship between biology and behavior. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. All of the SEs in strand two explain the relationship between biology and behavior where it was separated before.
(A)	describe the anatomy of the central and peripheral nervous systems <u>such as the brain, spinal cord, autonomic and somatic systems and explain their effects on behavior and the endocrine system;</u>	Central and peripheral nervous systems needed more clarity. Endocrine system is addressed as a physiological response in new 3G.
(B)	explain the effects of the endocrine and nervous systems on development and behavior.	3A and B were combined.
(B)	<u>describe the structure and function of the neuron and describe the basic process of neural transmission;</u>	SE on the neuron and neural transmission was needed as a basic part of psychology. Indiana standard P.2.3 was used.
(4)	Science of psychology. The student understands how sensations and perceptions influence cognition and behavior. The student is expected to:	Incorporated this knowledge statement into the second strand (Biological bases) to streamline.

(A) (C)	explain the capabilities and limitations of sensory systems and individual perceptions; and	
(D)	understand demonstrate and explain the interaction of the individual and the environment in determining sensation and perception <u>such as reaction tests, depth perception, and distortion;</u>	Verb changed to demonstrate and explain to make it assessable.
(E)	<u>describe the unaltered state of consciousness;</u>	SE was created to differentiate between the altered and unaltered states of consciousness and provide clarification.
(F)	understand describe and analyze the altered states and levels of consciousness <u>including sleep cycle, dreaming, and the effects of psychoactive drugs;</u>	SE moved from old 11F because it is more aligned with biological bases of behavior. Verb changed to describe and analyze to make it assessable. Deleted levels because it implies psychodynamic approach, not biological bases.
(G)	<i>explain stress and the individual's physiological, behavioral, and psychological responses to stressors; and</i>	SE moved from old 12A because it fits under new organization of the standards.
(H)	<i>evaluate the effectiveness of cognitive and behavioral strategies for dealing with stress;</i>	SE moved from old 12B because it fits under new organization of the standards. Added “the effectiveness of” to make the SE more measurable.
(5) (4)	Individual development. Lifespan Development of Learning and Cognition. The student understands that <u>biological, social, and cognitive</u> development is a life-long process. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. Learning and cognition were included because they are components of development. Added specificity around development to provide clarity.
(A)	critique the various perspectives presented in analyze the nature versus nurture debate and compare the role of the genetics and <i>the role of the caregiver social environment on individual development including the works of Mary Ainsworth and Diana Baumrind;</i>	SE verbiage was redundant and needed clarification. The role of the caregiver on individual development was moved from old 5C. Caregiver removed to provide further clarification. Added women to the standard per ESC feedback to include diversity and women.
(B)	trace the influence of physical development on the individual;	Per advice from ESC and TEKS review feedback, SE was omitted for streamlining purposes.
(C)	discuss the role of the caregiver on individual development;	Moved to new 4A.

(B)	<u>compare the theories of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Carol Gilligan regarding human development;</u>	The term human development encompasses types of development found in old 5DEF. Verb compare added to increase the rigor from 5G. New SE will save teachers instructional time. Content advisors, ESC and TEKS revision feedback all mentioned the addition of diversity into the standards. We have added a female psychologist to meet this request. Aligned to CCRS SS IV.D.2, CD I.A.1 Character trait connection with Kohlberg and Gilligan – b.2 and b.3 from TEC 29.906.
(D)	explain factors involved in cognitive development according to Jean Piaget;	Cognitive development is a part of human development. Jean Piaget moved to new 4B.
(E)	describe Erik Erikson's stages of psychosocial development;	Psychological development is a part of human development. Erik Erikson moved to new 4B.
(F)	evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality; and	Lawrence Kohlberg's theory of morality development is a part of human development. Name added to new 4B.
(G)	evaluate the presented theories of human development and specify the strengths and weaknesses of each.	Moved human development to new 4B, streamlined these ideas into new SE language, and will save teachers instructional time.
(6)	Individual development. The student understands behavioral and social learning theories. The student is expected to:	This knowledge statement was incorporated into the new third strand.
(A)(C)	demonstrate an understanding of <u>compare the principles the theories</u> of and classical <u>conditioning,</u> operant conditioning and of social learning;	Verb needed clarification, and increased rigor.
(B)	describe the processes of learning using typical classroom situations.	SE was deleted in order to streamline the standards per the request of content advisors and ESC and TEKS review feedback. SE is duplicated in education and training CTE courses.
(D)	<u>identify and communicate the basic elements of thought including problem solving and decision making;</u>	The basic elements of thought was moved from old SE 11A and problem solving and decision making was moved from old 11B. These ideas were combined to increase rigor and align to CCRS SS V.A.1, CD I.A.1
(E)	<u>differentiate among the three types of memories using the Information Processing Theory including encoding, storage, and retrieval;</u>	Information processing moved from old 11E. The theory needed correction and more clarification of the terms related to the theory.
(F)	<u>differentiate between the theories of intelligence, aptitude, achievement, and Intelligence Quotient (IQ); and</u>	New SE added for additional clarification, and moved to fit in the new organization. Moved from KS8.
(G)	<u>differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.</u>	Moved to fit in the new organization. SE moved from old 9B.

(7)(5)	Individual identity. Individual Variation of Behavior. The student understands the <u>differences in individual behaviors are influenced by multiple factors</u> principles of motivation and emotion. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. Motivation and emotion have been incorporated into the fourth strand. The new fourth strand now clarifies there is variety in individual behaviors.
(A)	compare predominant theories of motivation and emotion; and	
(B)	explore the interaction of biological and cultural factors in emotion and motivation.	Biological and cultural factors are covered in new SE 5A.
(8)	Individual identity. The student understands the nature of intelligence. The student is expected to differentiate the various types of intelligence.	Moved to new 4F.
(9)	Individual identity. The student understands the basic principles of tests and measurements. The student is expected to:	This knowledge statement was incorporated into the new third strand where testing is now included.
(A)	describe statistical concepts used in testing; and	SE is redundant, having been discussed in new SE 2H.
(B)	differentiate among aptitude, achievement, and Intelligence Quotient (IQ) tests.	Moved to new 4G.
(10)	Individual identity. The student understands the development and assessment of personality. The student is expected to:	This knowledge statement was incorporated into the new fourth strand where personality is now included.
(A)	define personality;	Included as a part of new, more rigorous SE 5B.
(B)	compare and evaluate various theories of personality <u>and identify the associated theorists</u> , including psychodynamic (<u>Sigmund Freud, Carl Jung, and Karen Horney</u>), trait (<u>Paul Costa and Robert McCrae</u>), humanistic (<u>Abraham Maslow and Carl Rogers</u>), and sociocultural (<u>Hazel Markus and Shinobu Kitayama</u>); and	Use of the word various was redundant. Theorists were added to each theory to provide clarification and diversity within the field of psychology. This was done per the feedback from SBOE, content advisors, ESC and TEKS review survey feedback. Verb evaluate deleted to provide a concise, measurable SE. Aligned to CCRS SS IV.A.3.
(C)	describe <u>explain the strengths and weaknesses of different</u> personality assessment tools; ;	Changed describe to explain to increase rigor of the SE.
(11)	Individual experience. The student understands basic elements of cognition. The student is expected to:	This knowledge statement was incorporated into the new third strand.
(A)	define and identify the basic elements of thought;	Moved to new 4D.
(B)	identify strategies and obstacles associated with problem solving and decision making;	Moved to new 4D.
(C)	explore the structural features of language;	SE was deleted. Per the content advisors and TEKS review survey, content in the course needs to be condensed and streamlined in order for psychology to be taught in a semester.

(D)	discuss theories of language acquisition and development;	Information within this SE is covered in new SE 4B. Per the content advisors and TEKS review survey, content in the course needs to be condensed and streamlined in order for psychology to be taught in a semester.
(E)	evaluate the limitations and capabilities of the information processing model; and	Moved to new 4E.
(F)	understand the states and levels of consciousness.	Moved to new 3E.
(12)	Individual experience. The student understands the multifaceted aspects of mental health. The student is expected to:	This knowledge statement was incorporated into the new fourth strand where mental health was included.
(A)	explain stress and the individual's physiological, behavioral, and psychological responses to stressors;	Moved to new 3G
(B)	evaluate cognitive and behavioral strategies for dealing with stress;	Moved to new 3H
(C)(D)	analyze the challenges inherent in defining abnormal behavior and acknowledge the sociocultural stigma of <u>being labeled</u> labeling behavior as abnormal;	Inherent and acknowledge was deleted to simplify language of the SE. SE now clarifies that the sociocultural stigma is not in labeling, but being labeled.
(D)(E)	recognize <u>explain</u> the biological, social, and cognitive origins of abnormal behavior;	Verb was changed to increase rigor of the SE. TEKS Guide Recommendation: Biological origins focus on genetics and the nervous system, social origins focus on the social environment (parenting, geographic location, culture, education), and cognitive origins focus on individual perspective and information processing.
(E)(F)	discuss <u>identify</u> major categories of abnormal behaviors <u>mental disorders</u> and identify their respective characteristics as classified in the Diagnostic and Statistical Manual of <u>Mental Disorders</u> (DSM); and	Verb changed to identify to clarify the purpose of the SE. The DSM is a reference of mental disorders, not necessarily abnormal behaviors. The full name of the DSM was updated.
(E)(G)	evaluate the effectiveness <u>explain the strengths and weaknesses</u> of past and present methods of therapy.	Verb changed to make the SE measurable, and provide clarity.
(13)(6)	The individual in society. <u>Sociocultural Context of Behavior.</u> The student will understand the influence of society and culture on behavior and cognition. The student is expected to:	Standards from APA, College Board, and other states were referenced to create new strands in order to streamline and provide clarity. This knowledge statement was retitled to align with the APA standards.
(A)	describe how attribution <u>theory</u> affects explanations of <u>explains</u> behavior;	Additions and deletions clarify that attribution is a theory.
(B)	explore the nature and effects of bias and discrimination;	Content is duplicated in Sociology TEKS. State of Georgia standards does not cover bias and discrimination in psychology.

(C)(B)	describe <u>social</u> circumstances in which conformity and obedience are likely to occur;	The word social was added to connect to the strand.
(D)	describe the effects of the presence of others on individual behavior;	The ideas are duplicated in new SE 6ABCD.
(E)	discuss the nature of altruism;	Content deleted to streamline standards per the ESC and TEKS review feedback surveys. State of Georgia standards does not cover altruism in psychology.
(F)(C)	discuss <u>explain how the factors proximity, mere-exposure, and similarity influence</u> ing affiliation and attraction; and	State of Georgia standards were referenced to list our influencing factors on attraction. Affiliation was added to provide additional clarity. Mere-exposure addresses cultural diversity.
(G)(D)	identify sources of attitude formation and assess methods used to influence attitudes.	
(14)	Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	KS moved to new KS1.
(A)	create a product on a contemporary psychology related issue or topic using critical methods of inquiry;	SE moved to new 1A to draw attention to the importance of psychology skills.
(B)	draw and evaluate conclusions from qualitative information;	Qualitative moved to new 1C to draw attention to the importance of psychology skills. Based on feedback, evaluation was not measurable. Verb changed to identify and compare so students truly learn the differences between the two types of psychological research.
(C)	apply evaluation rules to quantitative information; and	SE combined with new 1C.
(D)	analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	SE deleted since skills are now embedded in new SEs, or within WG B's Social Studies skills.
(15)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(A)	use psychology related terminology correctly;	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology content strands.
(B)	use standard grammar, spelling, sentence structure, and punctuation;	SE deleted because skills are not psychology specific.

(C)	transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Psychology Skills strand.
(D)	create <i>written, oral, and visual</i> presentations of social studies information.	SE combines old 14A into new 1A and allows for differentiation and choice.
(16)	Social studies skills. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings. The student is expected to:	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.
(A)	use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.
(B)	use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	Knowledge statement and SE ideas incorporated into the new Psychology Skills strand in order streamline.
(C)	participate in conflict resolution <i>using persuasion, compromise, debate, and negotiation.</i>	Language moved to new SE 1F.
(17)	Social studies skills. The student develops long term and short term goal setting skills for individual and community problem solving. The student is expected to:	The knowledge statement is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(A)	illustrate the relationship and sequence between intermediate goals and terminal goals; and	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(B)	monitor and evaluate self directed inquiry or projects for timelines, accuracy, and goal attainment.	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(18)	Science and technology. The student understands the relationship of changes in technology to personal growth and development. The student is expected to:	The knowledge statement is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(A)	analyze examples of attitudes, beliefs, and behaviors related to changes in available technology; and	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.
(B)	evaluate the impact of changes in technology on personal growth and development.	The student expectation is not psychology specific. Per the TEKS Review feedback survey, standards need to be streamlined.

§113.79 113.46. Sociology (One-Half Credit), Adopted 2022 Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.	
(b)	Introduction.	
(1)	<p>Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.</p> <p><u>In Sociology, students will be introduced to the study of society in the United States. In this survey course, students will use theories and research to examine various topics that change society. Topics will include culture, deviance, countercultures, sex, gender, race, ethnicity, social media, the criminal justice system, and religion.</u></p>	Because of graduation requirement changes, “elective” was removed. Since sociology is a survey course, high-interest and relevant topics were placed first in the list.
(2)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	
(3)	Students identify the role of the free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.	
(4)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(5)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	<p>This course is an optional one semester social studies course and could be taken in the fall or spring semester. Celebrate Freedom Week may not fall during the time period a student takes this course.</p> <p>Students will cover the Celebrate Freedom Week during their required social studies course.</p> <p>This content does not fit into the content of this course.</p>

(A)	<p>Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</p>	<p>This course is an optional one semester social studies course and could be taken in the fall or spring semester. Celebrate Freedom Week may not fall during the time period a student takes this course.</p> <p>Students will cover the Celebrate Freedom Week during their required social studies course.</p> <p>This content does not fit into the content of this course.</p>
(B)	<p>Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</p>	<p>This course is an optional one semester social studies course and could be taken in the fall or spring semester. Celebrate Freedom Week may not fall during the time period a student takes this course.</p> <p>Students will cover the Celebrate Freedom Week during their required social studies course.</p> <p>This content does not fit into the content of this course.</p>
(6)	<p>Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.</p>	
(c)	<p>Knowledge and skills.</p>	
(1)	<p>Social studies <u>Sociology skills. The student applies critical-thinking skills independently and collaboratively to organize and use information acquired from a variety of valid sources, including electronic technology.</u> The student is expected to:</p>	<p>New language added to reflect specific skills to the field of Sociology. Added “independently and collaboratively” to include new SEs below. Skills were moved from the bottom of the document to the top. This is the old KS 19.</p>

<p>(A)</p>	<p>create a <u>written, oral, and-or visual product on a contemporary sociology sociological issue or topic using critical methods of inquiry such as structured, guided, or open inquiry;</u></p>	<p>“Social studies” deleted so products created are more sociology focused. CCRS connections include V.A.1 and V.A.2.</p> <p>SE was moved from old 19A and 20D and was combined to streamline and to provide differentiation and choice.</p> <p>TEKS Guide Recommendation: Examples of written products include essay, short answer, reflection, free-writing exercise, APA-formatted reports, blogs, sleep/dream logs, webpages, portfolios</p> <p>Examples of oral products include individual or group presentations, vlogs, skits, digital media</p> <p>Examples of visual products include posters, foldables, webpages, infographics, digital slides, vlogs, advertisements, skits, memes, digital media</p> <p>TEKS Guide Recommendation: Add detailed explanations for methods of inquiry (structured inquiry, guided inquiry, and open inquiry). Align to Science TEKS Guide.</p>
<p>(B)</p>	<p><u>collect relevant information from a variety of sources representing multiple viewpoints and evaluate the credibility of the sources to develop a claim;</u></p>	<p>SE created to provide students opportunity to find and evaluate sources and claims based on research. National Council for the Social Studies (NCSS) College, Career, and Civic Life (C3) Standards referenced. CCRS connections include IV.B.3. and IV.B.4.</p> <p>TEKS Guide Recommendation: Add detailed explanation of what “claim” means. Add definition of “viewpoints.”</p>
<p>(C)</p>	<p><u>identify sociology concepts and communicate how these concepts relate to students’ lives and contemporary events;</u></p>	<p>SE allows for students to make connections between sociology concepts from the course, their own lives, and contemporary topics. CCRS connections include V.A.1, V.A.2 and V.B.1.</p>

(D)	<u>collaborate on a written, oral, or visual product on a sociology topic using methods of civil discourse such as persuasion, compromise, debate, and negotiation; and</u>	<p>Language in this SE was pulled from old SE 21C. Concept of collaboration included because of strong connections to Sociology. CCRS connections include I.E.2. WG B's skill recommendations include idea of "civil discourse" which has been added here.</p> <p>Responds to SB3 by adding in civil discourse.</p> <p>TEKS Guide Recommendation: Add a detailed explanation of "collaboration" and include STEM Fluency Rubric link that includes the bullet points for collaboration. See below.</p> <ul style="list-style-type: none"> • Ability to operate effectively in a team environment • Appreciation for diversity and inclusion • Cultural awareness • Capitalizing on strengths and weaknesses within the group
(E)	<u>apply the sociological perspectives including functionalism, conflict theory, and symbolic interactionism to various sociological topics.</u>	<p>Skill added because it should be used throughout the course not just in an isolated SE, and therefore increases rigor and relevance.</p>
(+) (2)	<p>Foundations of sociology. The student understands the theoretical perspectives of the historical interpretations of human social development <u>of the field of sociology as a social science</u>. The student is expected to:</p>	<p>Streamlined old KS 1 and 2 into new KS. Aligned KS to new Psychology KS2.</p>
(A)	<u>define Sociology as a discipline and differentiate the historical development of the three contemporary perspectives in sociology: functionalism (Emile Durkheim), conflict theory (Karl Marx), and symbolic interactionism (Charles Cooley and George Mead); describe the development of the field of sociology;</u>	<p>SEs did not ask students to define sociology as a discipline. Sociological perspectives needed to be added earlier in the SEs. Cooley and Mead were added as founders of symbolic interactionism. Durkheim and Marx moved from old 1B. Aligned to CCRS SS IV.B.2</p> <p>ASA High School Standards (Domain 1) include the three perspectives functionalism, conflict theory, and symbolic interactionism.</p>

(B)	identify leading sociologists in the field of social science, including Auguste Comte, Emile Durkheim, Herbert Spencer, Max Weber, and Karl Marx, and interpret their contributions to the foundation of sociology; and	SE was streamlined and incorporated into 1A. Comte, Spencer, and Weber were deleted to condense the amount of content per the TEKS Review feedback survey. Durkheim and Marx moved to 1A.
(C)	identify sociologists such as W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, and Julian Samora and interpret their contributions to the field.	Being moved to streamline and align to more content specific SEs in new KS5.
(B)	<u>define the sociological imagination as proposed by C. Wright Mills and apply it to sociological topics;</u>	Sociological imagination added to synthesize the perspectives referenced in 1A and as a foundational concept in the field. Referenced the American Sociological Association (ASA) and Georgia standards.
(C)	<u>describe the types of research methods used by sociologists including observation, case study, survey, interview, and experiment; and</u>	Other states and ASA standards include the research methods which is currently missing from the Texas standards.
(D)	<u>research and identify career opportunities available in sociology.</u>	SE added to align with Psychology TEKS and to allow students to explore through researching and identifying opportunities in the field.
(2)	Foundations of sociology. The student understands how society evolves and cause and effect of social and institutional change. The student is expected to:	Knowledge statement and SEs have been deleted because they are either redundant and found in other current Social Studies courses such as World Geography, World History, and US History, or are covered in later Sociology SEs.
(A)	differentiate types of societies such as hunting and gathering, agrarian, pastoral, industrial, and post-industrial;	Concepts redundant as they are found in other Social Studies courses.
(B)	identify and describe the types of societies that exist in the world today;	Concepts redundant as they are found in other Social Studies courses.
(C)	examine changes in U.S. institutions and society resulting from industrialization, urbanization, and immigrant assimilation; and	SE deleted because concept already covered in current World Geography course, and in new SE 6A.
(D)	analyze information about cultural life in the United States and other countries over time.	Concept is redundant and covered in multiple SEs within the new KS3.
(3)	Culture and social structure <u>Socialization</u> . The student examines world elements of cultures, <u>differentiates types of culture, and understands the process of socialization</u> . The student is expected to:	New KS3 combines old KS 3 and 6.
(A)	<u>define culture and explain how it is a social construct;</u>	SE added because culture never defined in TEKS. Georgia standards were referenced.
(A) (B)	identify the elements of culture to include <u>including</u> language, symbols, norms, <u>beliefs,</u> and values;	TEKS Guide Recommendation: Add definitions for each element of culture.

(C)	<u>identify and categorize examples of material and nonmaterial culture;</u>	New SE clarifies that elements of culture can be classified as material and nonmaterial.
(B) (D)	explain how the elements of culture form a whole culture; and	
(C) (E)	give examples of <u>describe and differentiate among dominant culture, subcultures, counterculture, popular culture, folk culture, ideal culture, and real culture;</u> and describe what makes them unique.	Verb changed to increase rigor. Dominant culture, counterculture, popular culture, folk culture, ideal culture, and real culture added to be more specific. Georgia state standards were referenced.
(F)	<u>define culture shock and explain the reactions of ethnocentrism and cultural relativism;</u>	SE added to support the understanding that reactions of ethnocentrism and cultural relativism are due to culture shock.
(A)	Culture and social structure. The student understands types of groups and their functions. The student is expected to:	This knowledge statement is being integrated into new KS3.
(G)	<u>analyze groups-cultural norms in terms of membership roles, status, values, folkways, mores, and taboos enforced through sanctions;</u> role conflicts, and methods of resolution.	SE was clarified to only include cultural norms. Values deleted because redundant with new 3B. TEKS Guide Recommendation: Add definitions and types of sanctions (positive, negative, formal, and informal).
(H)	<u>define socialization and describe how the process of socialization is lifelong and culturally determined;</u>	SE moved from old 6A.
(I)	<u>differentiate among family, school, peer groups, and the media as agents of socialization and evaluate their functions and roles</u>	SE moved from old 6B. Agents of socialization defined for clarity. TEKS Guide Recommendation: Add definitions of each agent of socialization.
(A) (J)	<u>categorize agents of socialization as</u> describe models of reference groups, primary, secondary, formal, and informal; and e-communities; and	Verb changed to increase rigor. E-communities referenced as media in new 3H. Clarification added to incorporate correct terminology.
(B) (K)	analyze <u>individual</u> membership <u>of</u> groups <u>including in terms of</u> roles, <u>ascribed</u> status, <u>achieved</u> status, and <u>master</u> status; and, values, mores, role conflicts, and methods of resolution.	Old 4B moved and divided into new 3F and 3J. Statuses added to provide clarification for teachers.
(L)	<u>identify the socialization process of life stages including childhood, adolescence, adulthood, late adulthood; and</u>	Late adulthood moved from old SE 8C and added in all other life stages for clarification. These concepts related to socialization, the umbrella for KS3. Georgia standards referenced.
(M)	<u>analyze and explain the process of resocialization using real-world examples.</u>	SE added because concept of resocialization was not addressed in TEKS. Georgia standards referenced.

(A)(N)	compare <u>analyze theories of deviance such as using the perspectives of functionalism, conflict theory, and symbolic interactionism</u> perspectives;	SE moved from old 9A. Verb changed to analyze to increase rigor. Changed wording to match language from new SE 2A.
(5)	Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. The student is expected to:	Now incorporated into new KS3.
(A)	compare cultural norms such as ethnicity, national origin, age, socioeconomic status, and gender among various U.S. subculture groups;	SE deleted because concepts of subcultures and cultural norms already covered in new KS3. Concepts of demographic characteristics already covered in SE6A.
(B)	describe stereotypes of various U.S. subcultures;	Concept of stereotyping to be addressed in new SE 5I because it was redundant.
(C)	analyze social problems in selected U.S. subcultures; and	SE deleted because concepts already covered in new KS5.
(D)	examine counterculture movements and analyze their impact on society as a whole.	Moved to new SE 6D.
(6)	Individual and society. The student understands the process of socialization. The student is expected to:	Ideas to be included in new KS3.
(A)	define socialization and describe how the process of socialization is culturally determined;	SE moved to new 3G.
(B)	differentiate the agents of socialization and evaluate their functions and roles; and	SE moved to new 3H.
(C)	trace socialization as a lifelong process.	Lifelong moved to new SE 3G. Other concepts were deleted because they are duplicated from 3G.
(4)	Social institutions. The student identifies the basic social institutions of the family and explains its influences on society. The student is expected to:	Moved from old KS13. Removed family to make the KS to incorporate all social institutions.
(A)	<u>define the concept of a social institution and explain how it is a social construct;</u>	SE added to clarify the distinction between the concept of an institution versus the types of institutions.
(B)	<u>analyze the functions of social institutions including family, economics, government, education, religion, media, the criminal justice system, and health care; and</u>	Per TEKS Review survey and ESC feedback, streamlined multiple institutions into one SE. Old KSs 12, 13, 14, 15, and 16. The criminal justice system and health care were added because they were missing as institutions in previous standards.
(C)	<u>evaluate the strengths and weaknesses of various social institutions.</u>	Referenced Georgia state standards. SE builds a conceptual foundation for new KS 5 and 6. CCRS connections include I.E.3.
(10)(5)	Social inequality. The student understands the inequalities created by nature of social stratification in society. The student is expected to:	Moved from old KS10. Inequalities added to provide clarity.

(A)	<u>define social stratification and analyze compare the characteristics and components of caste system and class systems; and social mobility and how motivation affects each;</u>	Social stratification moved from old SE 10C. Concept of social mobility and motivation moved to new SE 5B. SE language adds clarification.
(B)	<u>compare factors of social mobility such as access, motivation, education, relationships, personality, and wealth;</u>	Concepts of social mobility and motivation separated into new SE to streamline and clarify.
(D) (C)	recognize and examine <u>explain global stratification and its influence on inequality;</u>	SE moved from old SE 10D. Verb changed to explain to make SE more measurable, and to clarify that inequality is a result of global stratification.
(D)	<u>explain minority and dominant groups and evaluate the power dynamics between them;</u>	Used verb combinations from the CCRS. Minority group was only referencing race and ethnicity, and new SE includes all other social inequalities. TEKS Guide Recommendation: Provide most up-to-date definitions of minority and dominant groups. <u>Minority group</u> - a group with less power, or subordinate to a dominant group, regardless of size. <u>Dominant group</u> - a group with the most power, privilege, and prestige, regardless of size.
(B) (E)	define poverty and its components <u>describe its characteristics, and analyze poverty's impacts on the individual and society;</u>	Moved from old 10B. Components changed to characteristics to stay consistent with language throughout new KS.
(A) (F)	define the social constructs of race, and ethnicity, and nationality and differentiate among the their distinguishing characteristics; of minority groups;	Moved from old 11A. Concept of minority group moved to new SE 5D. Nationality added to further clarify the often-interchanging terms of race and ethnicity. Language borrowed from CCRS II.B.1. TEKS Guide Recommendation: Provide most up-to-date definitions of race, ethnicity, and nationality as defined by the American Sociological Association (ASA). <u>Race</u> – a classification of humans into groups based on distinguishable physical characteristics that may form the basis for significant social identities. <u>Ethnicity</u> (derived from ethnic group) – common cultural tradition and sense of identity. <u>Nationality</u> (borrowed from Merriam Webster) – identifying with a particular nation.

<p><u>(G)</u></p>	<p>analyze the varying <u>treatment discrimination</u> patterns of <u>minority racial or ethnic</u> groups <u>such as including Black African American</u>, Asian <u>or Pacific Islander American</u>, Hispanic <u>American</u>, and American Indian <u>or Alaskan Native</u>; and</p>	<p>Moved from old SE 11D. Updated terminology to show that minority groups are not just racial or ethnic groups. To be more precise in what SE is asking of students, language changed from treatment to discrimination.</p> <p>Such as was changed to an including to assure representation.</p> <p>Texas Health and Human Services' <i>Texas Works Handbook</i> terminology used to name racial and ethnic groups.</p>
<p><u>(H)</u></p>	<p><u>define sex, gender, and sexual orientation and differentiate among their distinguishing characteristics;</u></p>	<p>For future reference in other SEs, distinguishing characteristics of sex, gender, and sexual orientation is necessary. The concepts in this SE highlight a defining aspect of social stratification in society. These concepts reflect changes in our society since the previous TEKS were written.</p> <p>Aligned to CCRS SS II.B.2</p> <p>TEKS Guide Recommendation: Provide most up-to-date definitions of sex, gender, and sexual orientation as defined by the American Sociological Association (ASA) or American Psychological Association (APA). <u>Sex (taken from ASA)</u> – The biological distinction of being male or female. <u>Gender (taken from ASA)</u> – The traits and behaviors that are socially designated as “masculine” and “feminine” in a particular society. <u>Sexual orientation</u> (taken from APA) – one’s enduring sexual attraction to male partners, female partners, or both. It may be heterosexual, same sex (gay or lesbian), or bisexual.</p>
<p><u>(I)</u></p>	<p><u>explain how socialization of gender influences gender roles and norms which result in inequalities within ownership, power, social control, prestige, and social rewards.</u></p>	<p>Updated the language of this SE to include concepts featured in old SEs 8A and 12A. Language in old SEs was outdated and unclear. ASA definition of gender stratification referenced in this SE.</p>

(J)	<u>contrast compare the terms discrimination, prejudice, stereotype, and bias and describe how they impact minority and dominant groups;</u>	Concepts discrimination, prejudice, stereotype and bias moved from old SEs 11A, 11B and 11C.
(E) (K)	explain <u>instances of the progressions of institutional racism, institutional sexism, institutional ageism, and institutional poverty and analyze their impacts on society;</u>	Verb analyze added to increase rigor. Instances removed to allow a deeper study of the throughline of inequalities (all of which are institutional) and their links to contemporary society. ESC feedback survey and TEKS review survey asked for diversity. Concepts discrimination based on sex reflected in old SEs 8B and 12A and have been added as a new SE to clarify language and provide clarity of ideas. SB3 – sections 10, 11, 12 reflect ideas that connect to concept of social inequalities. CCRS connections include I.E.4.
(L)	<u>identify and analyze the and interpret their contributions to the study of social inequalities by field of sociologists such as including W. E. B. DuBois, Booker T. Washington, Robert E. Park, Harriet Martineau, Jane Addams, Robert Nisbet, Robert Butler, and Julian Samora; and</u>	Nisbet moved because his work did not focus on social inequalities. The sociologists listed in old SE 1C are now placed within the specific content of their work. Robert Butler added because he coined the term ageism. ESC feedback survey and TEKS review survey asked for diversity. CCRS connections include IV.A.1.
(M)	<u>Analyze how the criminal justice system in the United States in relation relates to deviant behavior and interpret differences in crime and arrest rates by social categories race, ethnicity, sex, gender, socioeconomic status, and age, including cross reference with the National Crime Victimization Survey.</u>	Language moved from old SEs 9B and 9C. Removed National Crime Victimization Survey because it's too specific and data can be collected from other sources. Race and sex were added in to be consistent with other SEs.
(7)	Individual and society. The student understands the concept of adolescence and its characteristics. The student is expected to:	Concepts incorporated into new KS3 as a part of culture's life stages.
(6)	Changing world. Social Change. The student understands how to study and explain collective behavior, social movements, and modernization contribute to a changing social change world. The student is expected to:	Moved from old KS17 and 18 and broadened to encompass SEs below.

(A)	<u>describe the study of demography, the basic demographic concepts-characteristics, and its impact on how demography explains changes in society;</u>	Moved from old SE 17A and 17B. Per feedback from the ESC survey and the TEKS review survey, new SE has been condensed and streamlined. Aligned to CCRS SS II.B.6
(B)	compare and contrast <u>identify various types of collective behavior including mobs, riots, protests, fads, and crazes that can lead to social movements;</u>	Alabama state standards referenced in this SE. University of Minnesota's Libraries Publishing's <i>Sociology: Understanding and Changing the Social World</i> referenced in this SE. Language moved from old SE 18A. Aligned to CCRS SS I.E.1
(C)	evaluate <u>explain how revolution, war, and changes in technology, populations, and the natural environment cause-cultures to social change;</u>	Moved from old SE 18C. Added changes in the natural environment for clarification. Verb changed to explain to make SE more measurable.
(D)	examine <u>identify counterculture movements and analyze their impacts on social change; and society as a whole</u>	SE moved from old 5D. Changed language to maintain "social change" as a theme throughout KS6. Verb changed to be more measurable. Aligned to CCRS SS I.B.3,
(E)	<u>identify and analyze how current issues in social institutions including family, economics, government, education, religion, media, the criminal justice system, and health care lead to social change.</u>	Old SE 15B had students look at issues within the institution of education, but new SE 6E has students look at issues within each social institution. All institutions should be analyzed in this SE and not just a few.
(A)	explain how education, exclusion from the labor force, and the juvenile justice system led to the development of adolescence as a distinct stage of the life cycle;	Concept of life stages covered in new SE 3L, and in-depth in new Psychology TEKS. Criminal justice system added to new SE 5L.
(B)	identify and interpret the five characteristics of adolescence: biological growth and development, an undefined status, increased decision making, increased pressures, and the search for self;	Concept of life stages covered in new SE 3L, and in-depth in new Psychology TEKS.
(C)	identify issues and concerns facing contemporary adolescents such as dating, dating violence, sexuality, teen parenting, drug use, suicide, and eating disorders; and	Concept of life stages covered in new SE 3L, and in-depth in new Psychology TEKS.
(D)	identify and discuss the skills adolescents need to make responsible life choices.	SE deleted because it shows bias and is vague.

(8)	Individual and society. The student understands the life stage of adulthood and its characteristics. The student is expected to:	Concepts incorporated into new KS3 as a part of culture's life stages.
(A)	identify the stages of adult development and compare the differences between male and female development;	The concept of socialization of gender added to new 5I.
(B)	analyze the traditional roles of work and how the composition of the labor force has changed in the United States; and	Concept of gender-based discrimination moved to new 5J.
(C)	analyze the characteristics of <i>late adulthood</i> and changes on the individual and society such as retirement, physical and mental functioning, dependency on others, and death.	Late adulthood moved to new SE 3K.
(9)	Individual and society. The student will explain the nature and social function of deviance. The student is expected to:	Old KS removed, and now combined with new KS5.
(A)	compare theories of deviance such as the functionalist, conflict, and interactionist perspectives;	Moved to new SE 3N.
(B)	interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross reference with the National Crime Victimization Survey; and	Moved to new SE 5M.
(C)	analyze the criminal justice system in the United States in relation to deviant behavior.	Moved to new SE 5M.
(10)	Social inequality. The student understands the nature of social stratification in society. The student is expected to:	Moved to new KS5.
(A)	analyze the characteristics and components of caste and class systems and social mobility and how motivation affects each;	Moved to new SE 5A.
(B)	define poverty and its components and analyze poverty's impact on the individual and society;	Moved to new SE 5E.
(C)	contrast theories of social stratification; and	Moved to new 5A.
(D)	recognize and examine global stratification and inequality.	Moved to new 5C.
(11)	Social inequality. The student understands the impact of race and ethnicity on society. The student is expected to:	Incorporated into new KS5.
(A)	define race and ethnicity and differentiate among the distinguishing characteristics of minority groups;	Moved to new 5F.
(B)	contrast the terms discrimination, prejudice, and bias;	Moved to new 5J.
(C)	discuss the ramifications of stereotyping;	Moved to new 5J.

(D)	analyze the varying treatment patterns of minority groups such as African American, Asian American, Hispanic American, and American Indian; and	Language moved to new 5G.
(E)	explain instances of institutional racism in American society.	Moved to new 5K.
(12)	Social inequality. The student understands changing societal views on gender, age, and health. The student is expected to:	Incorporated into new KS5.
(A)	analyze how gender roles affect the opportunities available to men and women in society;	Moved concept of gender roles and sex-based discrimination to new 5I and 5J.
(B)	analyze the effects of an aging society;	Concept deleted because it is covered in current World Geography course, and in new SE 5K with discussion of institutional ageism.
(C)	compare the nature of health care in a global society; and	SE deleted because concept of global health care is too broad.
(D)	evaluate the nature of health care in different segments of American society.	Concept of health care as an American institution moved to new SE 4B.
(13)	Social institutions. The student identifies the basic social institution of the family and explains its influences on society. The student is expected to:	Moved to new KS4.
(A)	define the functions and rituals of the family and how the family has changed over time;	Idea moved to new KS4.
(B)	define family systems and patterns;	Idea moved to new KS4.
(C)	analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and	Idea moved to new KS4.
(D)	analyze ways in which family life can be disrupted.	Idea moved to new KS4.
(14)	Social institutions. The student identifies the basic social institutions of economics and politics and explains their influence on society. The student is expected to:	Incorporated into new KS4.
(A)	define and differentiate between the economic models of free enterprise and socialism and how they impact society;	Concepts covered in current World Geography and Economics courses. The economy as an institution covered in new SE 4B.
(B)	define and differentiate among different types of government and discuss the legitimacy of those in power and the impact of each on its citizens; and	Concepts covered in current World Geography and US Government courses. The government as an institution covered in new SE 4B.
(C)	trace the changes in ideas about citizenship and participation of different groups through time.	Concept of citizenship, and political participation of different groups covered in current US History and US Government. Language is very broad.
(15)	Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. The student is expected to:	Incorporated into new KS4.
(A)	explain functionalist, conflict, and interactionist theories of education;	Education as an American institution covered in new SE 4B.

(B)	argue and defend some current issues in American education;	Moved to new SE 6E.
(C)	examine religion from the sociological point of view;	Concept of religion's functions as an institution moved to new SE 4B.
(D)	analyze the functions of society and the basic societal needs that religion serves; and	Idea moved to new KS4
(E)	compare and contrast distinctive features of religion in the United States with religion in other societies.	Within the discipline of Sociology, religion is studied as an institution as opposed to comparing various religions themselves. This information is covered in current World Geography and World History.
(16)	Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. The student is expected to:	Incorporated into new KS4.
(A)	identify factors that have contributed to the institutionalization of science, explain the norms of scientific research, and explain how these norms differ from the realities of scientific research;	Science removed from list of social institutions in order to streamline content per the feedback from the TEKS review and ESC feedback survey.
(B)	trace major developments in the history of mass media and identify the types of mass media in the United States;	Media as an institution has been added into new SE 4B.
(C)	explain the differences between the functionalist and conflict perspectives of mass media; and	Media as an institution has been added into new SE 4B.
(D)	examine contemporary mass media issues.	Looking at current issues within the institution of media has been included in new SE 6E.
(17)	Changing world. The student understands how population and urbanization contribute to a changing social world. The student is expected to:	Incorporated into new KS6.
(A)	describe the study of demography, the basic demographic concepts, and changes in settlement patterns on society; and	Moved to new SE 6A. Settlement pattern changes covered in current World Geography course.
(B)	explain and critique various theories of population growth and its impact on society.	Some language moved to new SE 6A. Looking into theories of population growth covered in World Geography course.
(18)	Changing world. The student understands how collective behavior, social movements, and modernization contribute to a changing social world. The student is expected to:	Moved to new KS6.
(A)	compare and contrast various types of collective behavior and social movements and how they affect society;	Moved to new SE 6B.
(B)	discuss theories that have been developed to explain collective behavior and social movements; and	Combined concepts with new SE 6B.

(C)	illustrate three social processes that contribute to social change and discuss and evaluate how technology, population, natural environment, revolution, and war cause cultures to change.	Moved to new SE 6C.
(19)	<i>Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</i>	Moved to new KS1.
(A)	<i>create a product on a contemporary sociological issue or topic using critical methods of inquiry;</i>	Moved to new SE 1A.
(B)	analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; and	SE deleted since skills are now embedded in new SEs, or within WG B's Social Studies skills.
(C)	use appropriate mathematical skills to interpret sociological information.	SE skills incorporated into new SEs 2C and 6A.
(20)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	Streamlined into new KS1.
(A)	use sociology related terminology correctly;	In order to streamline skills, knowledge statement and student expectations are now incorporated into the new Sociology content strands.
(B)	use standard grammar, spelling, sentence structure, and punctuation;	SE deleted because skills are not sociology specific.
(C)	transfer information from one medium to another, including written to visual and written or visual to statistical, using computer software as appropriate; and	SE deleted because skills are not sociology specific.
(D)	create written, oral, and visual presentations of social studies information.	SE moved to new SE 1A.
(21)	Social studies skills. The student uses problem solving and decision making skills, working independently and with others, in a variety of settings. The student is expected to:	KS deleted because skills are not sociology specific.
(A)	use a problem solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;	SE deleted because skills are not sociology specific.
(B)	use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and	SE deleted because skills are not sociology specific.
(C)	participate in conflict resolution using persuasion, compromise, debate, and negotiation.	Knowledge statement and SE ideas incorporated into the new Sociology Skills strand in order streamline.

§113.80 113.47. Special Topics in Social Studies (One-Half Credit), Adopted 2022 ~~Beginning with School Year 2011-2012.~~

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. <u>Students may take up to four Special Topics in Social Studies courses with distinct course content to earn a maximum of two credits. Recommended prerequisite: one credit of high school social studies.</u>	Added recommended prerequisite to allow students foundational social studies skills. Added clarification on how credits can be earned for students taking multiple instances of the course.
(b)	Introduction.	
<u>(1)</u>	<u>This course is intended to have a teacher-selected content focus in which the teacher guides students through the content.</u>	This course is different than Independent Studies as it is teacher-selected and teacher-directed course.
(A) <u>(A)</u>	In Special Topics in Social Studies, an elective course, <u>students have the opportunity to develop a greater understanding of social studies content beyond what is taught in other Texas Essential Knowledge and Skills-based social studies courses while considering the principles of civics and government, economics, geography, and/or history.</u> students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.	Added clarity to the introduction including requirement of teacher led instruction and references to the strands. The group deleted the old strands in this section and updated with the strands. While all four strands could apply to a given topic, there are many topics that may only require fewer than four strands. This allows teachers more autonomy in the construction of the course.
<u>(B)</u>	<u>The teacher directed special topic of study will use social studies knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.</u>	
(2)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	TEA Comment: Language in paragraphs (2)-(5) of the introduction has not been reviewed and will be addressed at a future meeting. We are keeping this statement since we are using "such as"
(3)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	

(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(5)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	<u>Special Topics Skills. The student develops a greater understanding of civics and government, economics, geography and history, as applicable within the selected topic. The student is expected to:</u>	Added “as applicable” to provide more clarity that teachers do not need to use all four strands. While all four strands could apply to a given topic, there are many topics that may only require fewer than four strands. This allows teachers more autonomy in the construction of the course.
(A)	<u>apply absolute and relative chronology through the sequencing of significant events or time periods;</u>	
(B)	<u>describe the factors that influence an individual’s attitudes, identity, and actions;</u>	
(C)	<u>examine and describe the ways in which people, places, or environments are connected and interdependent.</u>	Interdependent meaning community and economies depend on one another; connected communities and places are connected.
(D)	<u>explain beliefs and principles of groups and communities, while recognizing the importance of the expression of multiple perspectives such as human rights, ethical issues, property rights, and political ideologies;</u>	The such as list is included to guide teachers towards a focus on the strands recommended by the SB.

(E)	<u>analyze how the components of culture affect the way people live and how people shape the characteristics of groups and communities; and</u>	Suggested examples of components of culture for TEKS guide: religious movements, popular social movements, legal reforms
(F)	<u>identify examples of human actions that bring about change or maintain continuity such as movement of peoples, trade, innovations, and government systems.</u>	The such as list is included to guide teachers towards a focus on the strands recommended by the SB.
(H)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	Complete Revision of the TEKS
(A)	apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;	
(B)	evaluate effects of major political, economic, and social conditions on a selected social studies topic;	
(C)	appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;	
(D)	examine the role of diverse communities in the context of the selected topic;	
(E)	analyze <i>ethical issues</i> raised by the selected topic in historic, cultural, and social contexts;	
(F)	depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	
(G)	depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	
(2)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions. Based on Work Group B's working document on categories and skills, we believe the most relevant will be Social Studies/Disciplinary Literacy Skills, Media Literacy/Sourcing and Civics Skills. We believe that Spatial Analysis and Historical Skills is too specific for this course.
(A)	locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;	
(B)	differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;	

(C)	read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;	
(D)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	
(E)	collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;	
(F)	identify bias in written, oral, and visual material;	
(G)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and	
(H)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
(3) (6)	Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:	The specialized topic of study may originate from local or global phenomena, student interest, or teacher specialties.
(A)	apply the conventions of usage and mechanics of written English;	
(B)	use social studies terminology correctly;	
(C)	use appropriate oral communication techniques;	
(D)	construct a thesis that is supported by evidence;	
(E)	recognize and evaluate counter arguments;	
(F)	use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;	
(G)	develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as <i>Modern Language Association Style Manual</i> (MLA) and <i>Chicago Manual of Style</i> (CMS) to document sources and format written materials; and	
(H)	use computer software to create written, graphic, or visual products from collected data.	

pro§113.81 113.48. Advanced Research Methods in Social Studies Research Methods (One-Half Credit), Adopted 2022 Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits. <u>Required prerequisite: one credit of high school social studies.</u>	Changing title for consistency with other elective courses.
(b)	Introduction.	This course is designed to introduce students to research methods in order to be more proficient at CCRS. Students will follow the process of collection, analysis, and dissemination, resulting in a high-quality research product.
(1)	<p><u>In Advanced Research Methods in Social Studies, an elective course, the students will engage in a rigorous program of study that provides them an opportunity to develop authentic research skills applicable in a wide variety of Social Studies settings. These skills will also better prepare students to pursue college, career, or military post-secondary opportunities.</u></p> <p><i>In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.</i></p>	This course is different than other elective courses in that it focuses on research methods and skills not offered in other courses.
(+)(2)	<p><u>In Advanced Research Methods in Social Studies Research Methods, an elective course, students conduct teacher-guided advanced research on a selected topic in social studies using discipline appropriate qualitative and/or quantitative methods of inquiry. Students shall present their research results and conclusions in a written, digital, and visual, and/or oral format. The course is designed to be conducted in either classroom or independent settings.</u></p>	<p>This course will no longer offer an independent option (an Independent Studies Course was created), so clarifying to connect to the other courses</p> <p>Adding shall to clarify that a project is required; adding digital to include digital formats.</p> <p>The group discussed the need to remove this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.</p>
(-)(3)	Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.	

(3) (4)	Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.	
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(4)	State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.	We recommend removing Freedom Week from this course since students will develop this understanding through core Social Studies classes.
(A)	Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.	
(B)	Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."	
(S)	Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.	
(c)	Knowledge and skills.	
(1)	Social studies <u>Foundational research</u> skills. The student understands the need for an organizing framework to identify an area of interest and collect information. <u>will investigate a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> The student is expected to:	Changed include the strands and language for clarity and alignment.
(A)	select a social studies issue, topic, or area of interest; <u>develop a well-defined research question with goals and objectives for the project;</u>	Changed for clarity, sequencing the learning, and to stress inquiry based learning.
(B)	<u>Identify multiple approaches to research using a variety of digital tools, including advanced scholarly searches, and recognizing the limitations of recorded information;</u>	In this SE, students will focus on developing a deeper understanding of multiple research methodologies and recognizing the limitation of recorded information (to embed Social Studies Skills)

(C)	write a rationale and preliminary ideas for research methods; <u>investigate and explain multiple approaches to research by collecting and organizing information using a variety of digital tools, including advanced scholarly searches;</u>	Changed to develop foundational skills TEKS Guide reference should explain what multiple research methodologies is and provide valid example Changed methodologies to approaches to clarify meaning Students are applying the multiple approaches to research
(C) (D)	develop a literature review; and <u>read, analyze, and classify digital and print texts to support the question;</u>	Changed for clarity and specificity TEKS Guide would need to have example
(D) (E)	develop a thesis <u>assess and evaluate the usefulness and reliability of each source in answering the research question; and</u>	Embedded Social Studies skills
(F)	<u>categorize information by summarizing, paraphrasing, and interpreting while avoiding plagiarism and following a standard format for citation, such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS).</u>	Changed to align with digital literacy, ELAR, and CCR standards Research projects require a discrete set of resources, so that a project may be completed within the time frame of the course.
(2)	Social studies <u>Application of research skills. The student will investigate a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:	Changed include the strands, language for clarity, alignment, and for course consistency.
(A)	understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives; <u>create action plan with documented steps to complete project(s) goals and objectives;</u>	We deleted (A) to () because these SEs were addressed in KS (2) Foundational research skills and replacing them with Application research skills.
(B)	select and design a research project, including an examination of the theory and methods applicable to the research topic; <u>create periodic progress reports that address and monitor goals and objectives, and time management;</u>	
(C)	collect information from a variety of sources (primary, secondary, written, and oral) using techniques such as questionnaires, interviews, and library research; <u>evaluate scholarly arguments and counter arguments, as applicable, using previously collected and organized information in order to formulate and articulate an evidence-based position;</u>	The group determined including the term “evidence-based position” means that it is rational and logical. Previously collected and organized information is connected to SE 1(B) through 1(E)

(D)	use current technology such as library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews to collect information about the selected topic; design a preliminary draft of the project such as an outline or storyboard;	TEKS Guide should include example of types of drafts such as a picture-based portfolio, bullet list/outline for paper or PowerPoint, script for video project, preliminary data analysis/spreadsheet
(E)	use information from sources that take into account multiple perspectives; collaborate with a peer or mentor, as appropriate, to review goals and objectives using evaluation tools such as a rubric or guided discussion; and	
(F)	differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments; synthesize and analyze information by revising the project to meet scholarly standards while avoiding plagiarism and following a standard format for citation, such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS).	Students have been using scholarly research and at this point have written a draft, collaborated on the draft, and now must conduct a quality control check on the draft. TEKS Guide should include a definition and examples of scholarly standards
(G)	develop and use criteria for the evaluation of qualitative and/or quantitative information;	
(H)	describe the results of the research process;	
(I)	generate logical conclusions from research results;	
(J)	justify a conclusion with supporting evidence;	
(K)	make predictions as to future actions and/or outcomes based on conclusions of research; and	
(L)	develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials.	Addressed in (F) previous SE
(3)	<u>Demonstration of research findings</u> Social studies skills. If doing qualitative research, the student will share the product of their research investigation of a teacher-approved, student-selected topic within the context of civics and government, economics, geography, and history, as applicable to the topic employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:	Changed include the strands, language for clarity, alignment, and for course consistency. The three key elements of research we referred to were collection, analysis, and dissemination. We referred to these throughout the process. The group discussed the need to change this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.

(A)	interpret the historiography of the research topic; generate <u>create logical conclusions from research results; and justify a those conclusions with supporting evidence;</u>	Move from SE2I and SEJ Changed for clarity and alignment – further KS3 is the application including the creation of the final draft – this SE is about constructing that draft. TEKS Guide examples of how to create logical conclusions
(B)	apply key social science concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;	
(B)-(C)	investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures; identify and evaluate various types of evidence, arguments, and counterarguments relevant to the investigation;	Changed for clarity and in alignment with English 2
(C)-(D)	relate important events, recurring dilemmas, and persistent issues to topic; and <u>finalize research project that demonstrates advanced social studies skills using primary and secondary sources for a variety of audiences using available technology;</u>	This SE illustrates the final step of assembling their product
(D) (E)	employ empathy, skepticism, and critical judgment to analysis of topic. present findings to an appropriate audience as determined by the teacher;	
(E)	<u>collect and review feedback from the audience and respond appropriately to questions;</u>	
(F)	<u>review and evaluate the potential impact of the project on the area of study; and</u>	
(G)	<u>create a personal reflection that examines the progression of learning throughout the research process.</u>	
(4)	Social studies skills. If doing quantitative research, the student is expected to:	Removed in alignment with course consistency and clarity. The group discussed the need to remove this KS because we wanted to afford teachers the opportunity to include quantitative or qualitative research. By adding neutral research method steps, this allows the teacher the ability to make that choice without the requirement mandated in the TEKS.
(A)	apply the scientific method in a research project;	
(B)	create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas;	
(C)	determine the most efficient research approach;	

(D)	utilize basic statistical approaches and tools in the analysis of aggregate information;	
(E)	define and compute statistical information using various statistical approaches such as means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis;	
(F)	analyze information using a spreadsheet or statistical analysis information software;	
(G)	apply the fundamental principles and requirements of validity and reliability as used in the social sciences;	
(H)	interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding; and	
(I)	utilize applicable ethical standards in collecting, storing, and using human experimental or survey data.	
(4) (S)	Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:	<p>TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions.</p> <p>Based on Work Group B’s working document on categories and skills, we believe the most relevant will be Social Studies/Disciplinary Literacy Skills, Media Literacy/Sourcing and Historical Analysis Skills. We believe that Spatial Analysis and Civics Skills is too specific for this course.</p>
(A)	apply the conventions of usage and mechanics of written English;	
(B)	present a thesis and conclusion;	
(C)	use appropriate social science terminology;	
(D)	justify a conclusion with supporting evidence and address counter arguments as appropriate;	
(E)	construct visuals such as statistical compilations, charts, graphs, tables, timelines, and maps to convey appropriate data;	
(F)	create a presentation on a selected topic using word-processing, graphics, and multimedia software;	
(G)	incorporate and present visual images (photographs, paintings, and other media) to enhance presentation; and	

(H)	develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials.	
(5) (6)	Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:	
(A)	select a social studies issue, topic, or area of interest;	
(B)	select and design a research project, including an examination of the theory and methods applicable to the research topic;	
(C)	describe the results of the research process; and	
(D)	justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research.	

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§113.82 113.60. Advanced Applications in Social Studies ~~Social Studies Advanced Studies~~ (One-Half Credit).

TEKS with edits		Work Group Comments/Rationale
(a)	General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.	
(b)	Introduction. In <u>Advanced Applications in Social Studies</u> Social Studies Advanced Studies , an elective course, students, <u>working independently or with a mentor</u> , conduct <u>an</u> in-depth <u>investigation</u> research , and prepare a product of professional quality <u>using a variety of technologies. The product will explore a problem, issue, or concern that can be addressed within a selected profession or discipline, and students will</u> present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.	<p>Name changed for clarity and clear differentiation between social studies electives.</p> <p>Streamline - The introduction was revised for clarity.</p> <p>The course is designed to allow students to explore an authentic learning experience within a particular profession and with that, address a real world community issue, problem or concern. Students will participate in community engaged scholarship, which connects to College and Career Readiness Standards.</p>
(c)	Knowledge and skills.	
(1)	The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline <u>within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> The student is expected to:	<p>made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.</p> <p>Added “as applicable” to provide more clarity that teachers do not need to use all four strands. While all four strands could apply to a given topic, there are many topics that may only require fewer than four strands. This allows teachers more autonomy in the construction of the course.</p>
(A)	analyze the relationship between his or her interests and career/discipline <u>identify problems, issues, or concerns associated with professions or disciplines of interest to the student;</u>	<p>Scaffold the Bloom’s levels (start with informational gathering)</p> <p>Strengthen the research process</p>

(B)	<p><u>collect and organize</u> review <u>varied resources relevant to a problem, issue or concern that can be addressed within a selected profession or discipline</u> literature from varied sources from the career <u>such as maps, charts, graphs, and primary sources;</u></p>	<p>Update language and clarity</p> <p>Added “varied resources” to broaden choices from simply texts as implied in varied sources.</p> <p>Such as list added for clarity</p> <p>Add profession to narrow or broaden the inquiry and demonstrate understanding of the subject under investigation to clarify what is to be done with the collection of resources.</p>
(C)	<p>identify a problem, issue, or concern;</p>	
(D) (C)	<p><u>collaborate with</u> survey and/or interview <u>a mentor or advisor professionals</u> to determine the appropriateness of a <u>the project within the selected profession or discipline;</u> and</p>	<p>Update language to reflect KS</p> <p>Clarity</p>
(E) (D)	<p>develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.</p>	
(2)	<p>The student will demonstrate understanding of the research methods <u>evaluate, question, and interpret tools and concepts</u> data and/or technologies used in a selected profession or discipline <u>within the context of civics and government, economics, geography, and history, as applicable to the topic.</u> The student is expected to:</p>	<p>Chose evaluate for assessibility and clarity Replaced data and technology with tools and concepts to align to CCRS standards - CCRS 1A1, IVA3, IVB3 and Senate Bill 3 Section 3A</p> <p>For clarity – we are differentiating between the proposal questions in 1E and the questions emerging from the data in KS2</p> <p>Remove demonstrate understanding of the research methods in order to clarify course expectation and student expectation</p> <p>Remove OR – for clarity</p> <p>Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.</p> <p>As applicable meaning students/teachers may choose one or more from this list.</p>

(A)	<p>develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation <u>identify and examine the relevant industry practices that address a problem, issue, or concern within the selected profession or discipline;</u></p>	<p>Changed developed an understanding of to identify and examine for assessability and clarity</p> <p>Clarity and uniformity</p> <p>Added using previously collected data to clarify student expectation.</p> <p>Edited - Remove through observation – not aligned to the revised KS</p>
(B)	<p>simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and <u>synthesize information gathered from varied sources to create a new understanding, noting discrepancies among sources to determine the reliability of information; and</u></p>	<p>Complete revision of the SE</p> <p>In alignment with KS and SB3</p>
(C)	<p>review and revise the original proposal to reflect changes needed based upon preliminary <u>investigation</u> research and practices.</p>	<p>Streamline</p> <p>Clarity and uniformity</p>
(3)	<p>The student will develop <u>a product</u> products that meet standards recognized by the selected profession or discipline <u>within the context of civics and government, economics, geography, and history, as applicable to the professional standards of the topic.</u> The student is expected to:</p>	<p>Changed products to a product for clarity</p> <p>Added professional and deleted that meets recognized by the selected profession or discipline to add clarity and make the KS more assessable</p> <p>Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline.</p> <p>As applicable meaning students/teachers may choose one or more from this list.</p>
(A)	<p>collaborate with the appropriate professionals or advisors to <u>formulate and articulate elements of</u> define the <u>a product that aligns with industry best practices;</u></p>	<p>Change made to align with SB3</p> <p>This SE is focused on engaging with professionals in the student’s field of research</p>
(B)	<p>develop a plan for product completion; <u>create an action plan with clear steps for product completion based on student proposal;</u></p>	<p>Change made to clarify and make the SE assessable – specifically adding “action” plan makes the SE more assessable because it should include clear steps for completion.</p>
(C)	<p>develop assessment criteria for successful completion of the project; <u>create evaluation criteria for successful product completion;</u></p>	<p>Change Establish to Create for clarity and assessability</p> <p>Complete revision to the SE for clarity</p>

(D)	establish <u>justify</u> the appropriateness of the product for the intended audience;	Changed for assessability and clarity
(E)	implement the plan for product completion; and	Merged with (E) for clarity and assessability
(F) (E)	maintain a journal to <u>implement and</u> document all phases of the implementation of the <u>action plan through product completion.</u> and reflections on learning experiences and processes.	Streamline - Remove language to allow teacher autonomy Duplicate – found in 4E & F
(4)	The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying <u>articulating</u> findings <u>within the context of civics and government, economics, geography, and history, as applicable to the topic</u> to an appropriate audience for public comment or professional response. The student is expected to:	Align with language in SB3, CCRS, and TEC 2822 Change made to ensure class is framed within the social studies strands and to support a deep connection within the course to the social studies discipline. As applicable meaning students/teachers may choose one or more from this list. Streamline – remove for public comment or professional response.
(A)	review and revise the plan to present the findings; apply established evaluation criteria to appraise the success of the product;	Complete revision of the SE assessability and clarity
(B)	make arrangements for the presentation of <u>present</u> findings to an appropriate audience;	Streamline
(C)	present findings, simulating the skills used by professionals; collect and review <u>consider</u> feedback received from the audience and respond appropriately;	Streamline
(D)	consider feedback received from the audience;	
(D)-(E)	reflect on the study and its potential for impact on the field; and <u>review and evaluate the potential impact of the product on the selected problem, issue, or concern within the profession or discipline; and</u>	Complete rewrite of the SE Alignment with course expectations
(E)-(F)	reflect on <u>evaluate</u> personal learning experiences of the study.	Changed for assessability and clarity, also CCRS IVD2 Add TEKS Guide example reflection, journaling
(5)	<u>Social Studies Skills</u>	Based on Work Group B’s working document on categories and skills, we believe the most relevant will be Social Studies/Disciplinary Literacy Skills, Media Literacy/Sourcing and Civic Skills. We believe that Spatial Analysis and Historical Analysis is too specific for this course.

§113.XX Independent Study in Social Studies (One-Half Credit), Beginning with School Year .

TEKS with edits		Work Group Comments/Rationale
(a)	<u>General requirements. Students shall be awarded one-half unit of credit for successful completion of this course. Students may take up to two Independent Study in Social Studies courses with distinct course content for a maximum of one credit. Required prerequisite: one credit of high school social studies.</u>	Recommending a new course that allows students with required foundational social studies skills, the opportunity and choice to engage in content beyond required curriculum.
(b)	<u>Introduction.</u>	
(1)	<u>This course is intended to diversify the Social Studies program of study rather than remediation.</u>	
(A)	<u>In an Independent Study in Social Studies course, the students have the opportunity to choose a selected topic to conduct a Social Studies investigation in which the teacher leads students through the Social Studies strands, civics and government, economics, geography, and history, utilizing inquiry-based strategies.</u>	
(B)	<u>Independent Study in Social Studies, an elective course, students have the opportunity to develop greater understanding of social studies content beyond what is taught in other Texas Essential Knowledge and Skills-based social studies courses while using the principles of civics and government, economics, geography, and history. The student will produce an inquiry-based product on a teacher-guided, student-selected independent topic of study. Students understand the value and role of curiosity in any discipline of Social Studies. The Independent Study in Social Studies may originate from local or global historical phenomena or student interest.</u>	Students will have the opportunity work independently or collaborate with others in this study and on their project.
(2)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	We are including this introductory language pending the work of the introductory language.
(3)	<u>Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</u>	We are unclear if we need this, but prefer to delete these if not necessary
(4)	<u>State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</u>	

(A)	<p><u>Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</u></p>	
(B)	<p><u>Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</u></p>	
(5)	<p><u>Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.</u></p>	
(c)	<p><u>Knowledge and skills.</u></p>	
(1)	<p><u>Independent Study Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, teacher-guided and self-selected topics. The student creates written, oral, and visual presentations of social studies information as appropriate. The student is expected to:</u></p>	
(A)	<p><u>generate relevant and meaningful questions with instructor guidance and approval;</u></p>	
(B)	<p><u>create periodic progress reports that address time management, monitor goals and objectives, and conduct self-evaluations of the product;</u></p>	
(C)	<p><u>using primary and secondary sources, develop written ideas, draw conclusions, and interpret information into various formats such as reports and summaries; and</u></p>	
(D)	<p><u>construct a product that demonstrates advanced social studies skills for a variety of audiences using available technology.</u></p>	
(2)	<p><u>Civics and Government. Students will gain knowledge of political systems at the local, state, national, and international levels within the student-selected topic. The student is expected to:</u></p>	<p>Align to strands per consensus recommendation from the Advisory Group.</p>
(A)	<p><u>describe the factors that influence an individual's political attitudes, identity, and actions;</u></p>	
(B)	<p><u>explain political beliefs and principles of groups and communities, while recognizing the importance of the expression of multiple perspectives; and</u></p>	

(C)	<u>compare the historical and contemporary role of government such as conflicts, citizen movements to bring about political change or to maintain continuity.</u>	
(4)	<u>Economics. Students will use economic reasoning skills and knowledge of essential economic concepts, issues, and systems to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>identify the implications of trade on economic systems;</u>	
(B)	<u>explain the basic characteristics of current and historic examples of economic systems, such as the right to own, use, and dispose of property; and</u>	
(C)	<u>analyze key economic measurements or components of economic growth, such as GDP, productivity, and contributions of innovations.</u>	
(5)	<u>Geography. Students will use knowledge of geographic locations and physical and human conditions and connections to analyze relationships among locations in an increasingly interdependent world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>describe how geography influenced events in the past and helped to shape the present as appropriate;</u>	
(B)	<u>explain how people, the movement of peoples, places, or environments have changed over time and the effects of these changes;</u>	
(C)	<u>examine and describe the ways in which people, places, or environments are connected and interdependent;</u>	
(D)	<u>analyze how the components of culture affect the way people live and shape the characteristics of regions; and</u>	
(E)	<u>analyze how innovations and technology affect human interaction.</u>	
(6)	<u>History. Students will examine the diversity of the human experience to analyze and interpret significant events, patterns, and themes in the history of Texas, the United States, and the world within the selected topic. Student will learn about the cultures, civilizations, decisions, leaders, and landmark events that shaped human development and created the contemporary world within the student-selected topic. The student is expected to:</u>	Align to strands per consensus recommendation from the Advisory Group.
(A)	<u>apply absolute and relative chronology through the sequencing of significant events and time periods;</u>	
(B)	<u>analyze the historical impact of important individuals;</u>	
(C)	<u>explain the complexity of historical causes and effects, including the limitations on determining cause and effect;</u>	
(D)	<u>evaluate the effects of major political, economic, and social conditions; and</u>	

(E)	<u>determine the validity of a given source and evaluate how multiple sources treat the same or similar topics; including point of view, purpose, historical context, and audience.</u>	
(7)	<u>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</u>	TEA Comment: KS statements and SEs are grayed out if they have not been addressed by the work group or if they have incomplete revisions. Based on Work Group B's working document on categories and skills, we believe all of the Social Studies skills will be applicable to this course.
(A)	<u>locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;</u>	
(B)	<u>differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;</u>	
(C)	<u>read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</u>	
(D)	<u>analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</u>	
(E)	<u>collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;</u>	
(F)	<u>identify bias in written, oral, and visual material;</u>	
(G)	<u>evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and</u>	
(H)	<u>use appropriate mathematical skills to interpret social studies information such as maps and graphs.</u>	
(8)	<u>Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:</u>	
(A)	<u>apply the conventions of usage and mechanics of written English;</u>	
(B)	<u>use social studies terminology correctly;</u>	
(C)	<u>use appropriate oral communication techniques;</u>	
(D)	<u>construct a thesis that is supported by evidence;</u>	
(E)	<u>recognize and evaluate counter arguments;</u>	

(F)	<u>use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;</u>	
(G)	<u>develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials; and</u>	
(H)	<u>use computer software to create written, graphic, or visual products from collected data.</u>	

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