

Update to Content Accepted by SRP

Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note:** All requests to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

TEKS ELPS TPG TEKS and ELPS

Proclamation Year:

Publisher: McGraw Hill

Subject Area/Course: Social Studies/United States Government

Adopted Program Information:

Title: Texas United States Government

ISBN: 9780021357864

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: Texas United States Government

Identical Program ISBN: 9780021357864

Adopted Component Information

Title: Texas United States Government, Student Learning Center

ISBN: 9780021357864

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: Texas United States Government, Student Learning Center

Identical Component ISBN: 9780021357864

Publisher's overall rationale for this update

To update the program with new material to align to the 2022 TEKS Update.

Publisher's overall description of the change

New material was added to the Online Student Center to address the new 2022 TEKS approved by the State Board of Education.

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Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: <https://my.mheducation.com/login>

Currently Adopted Content Username: MHE_TX_Reviewer

Currently Adopted Content Password: 20education14

Proposed Updated Content URL: <https://my.mheducation.com/login>

Proposed Updated Content Username: TXTeks

Proposed Updated Content Password: TexasTeks24

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note:** Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

(19)(D)(iv), Narrative

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Social Studies Handbook, Lesson 1, Pages 3-4, Evaluate the Credibility of Sources /Researching on the Internet

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[OZ22CCWDT24&edition=STUDENT&page=3](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=FMMF79RPVFCZG2MJHQ1147CFYM&nodeId=BN1DV6VNFVW5MCV)

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LESSON 1

Research and Writing in Social Studies

Evaluate the Credibility of Sources

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Statistical data is another type of evidence. The data may be provided in data tables or in charts, graphs, and diagrams. Many subject areas in social studies use charts, graphs, and diagrams to provide detailed statistical information. This information must be evaluated for credibility in a similar manner to narrative sources. You should also check this type of information to be sure that the information presented is accurate and free of errors.

The more times you can answer "yes" to the following questions about a source, the more credible and reliable you may consider the source. You can ask these questions about historical and contemporary written and visual sources, statistical information, and maps.

- Are facts presented in the source supported with evidence?
- Are the facts accurate and free of error?
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When interpreting a writer's words or a person's actions, one should also consider **frame of reference**. This refers to the experiences and historical or cultural factors that influence a person or a group at a specific time. Historical influences are especially important when analyzing past events or writings. For example, we might find early peoples' fears of events, like solar eclipses, amusing. At that time, however, there was no proven scientific explanation for that event.

Sometimes a person's point of view is expressed as a **bias**, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without really considering the many parts of the situation.

Biased speakers and writers can be detected in various ways. Their statements use opinions or emotional words. They also tend to use words that allow no exceptions, such as *all*, *always*, and *never*. It is important to be aware of point of view, bias, and frame of reference in your own research.

Identifying Audience and Purpose

Historians and social scientists seek to uncover points of view and bias in historical documents and articles. They look for the ideas and facts that the author of the source emphasizes. They also think about what ideas and facts the author might be leaving out.

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Many articles on the internet are unsigned. A reader has no way of knowing who wrote the content and whether the author is an expert on the subject. However, reliable articles will be signed by well-known experts on the subject. The authors will include details about their credentials, or evidence that they are experts.

A uniform resource locator, or URL, is the address of an online resource. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. Most .edu sites pride themselves on accuracy. Information on these sites may contain opinions in addition to facts.

Nonprofit organizations usually use .org at the end of their URLs. These sites may contain much reliable data, but nonprofit organizations usually have a goal to achieve and may prioritize the information that supports its cause. You should look for opinion-based statements and be wary of any bias. You must carefully review all URLs when conducting research to ensure that your sources are factual and are free of bias.

READING PROGRESS CHECK

Making Connections Why is determining credibility especially important when conducting research using the internet?

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Writing Activity

Descriptive Writing Write a short 3 to 4 paragraph essay describing what you have learned about how historians and social scientists evaluate sources and apply those sources in their writing. Be sure to explain the differences between primary and secondary sources and why sources need to be validated before they can be used in effective writing. Then, select a contemporary and historical source and complete an analysis of both based on what you have learned.

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Social Studies Handbook, Lesson 1, Page 2-4, Analyzing Sources/Evaluate the Credibility of Sources/Researching on the Internet

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Analyzing Sources

When you read a primary or secondary source, you should ask yourself these questions:

1. Who created the source?
2. Why was the source created—what was its purpose, and for whom was it written?
3. Identify the source's topic by asking what is the source about?
4. When was the source created?
5. How was the source created?
6. Is the source a primary or secondary source?
7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

Another thing to consider when analyzing sources is the time period when the source was created. If you are studying a historical event or a geographic phenomenon that takes place over many years, gathering source material and information across that entire time period is a key step in research. Analyzing the information at different points in time can help you form the most complete understanding of the event.

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7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

Another thing to consider when analyzing sources is the time period when the source was created. If you are studying a historical event or a geographic phenomenon that takes place over many years, gathering source material and information across that entire time period is a key step in research. Analyzing the information at different points in time can help you form the most complete understanding of the event.

LESSON 1

Research and Writing in Social Studies

Evaluate the Credibility of Sources

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Statistical data is another type of evidence. The data may be provided in data tables or in charts, graphs, and diagrams. Many subject areas in social studies use charts, graphs, and diagrams to provide detailed statistical information. This information must be evaluated for credibility in a similar manner to narrative sources. You should also check this type of information to be sure that the information presented is accurate and free of errors.

The more times you can answer "yes" to the following questions about a source, the more credible and reliable you may consider the source. You can ask these questions about historical and contemporary written and visual sources, statistical information, and maps.

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- Does the author or speaker acknowledge and consider other viewpoints?

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Social Studies Handbook, Lesson 1, Page 2-4, Analyzing Sources/Evaluate the Credibility of Sources/Researching on the Internet

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Analyzing Sources

When you read a primary or secondary source, you should ask yourself these questions:

1. Who created the source?
2. Why was the source created—what was its purpose, and for whom was it written?
3. Identify the source's topic by asking what is the source about?
4. When was the source created?
5. How was the source created?
6. Is the source a primary or secondary source?
7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

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Social Studies Handbook, Lesson 1, Page 4, Making Connections

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Making Connections Why is determining credibility especially important when conducting research using the internet?



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(19)(D)(xxxii), Narrative

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Social Studies Handbook, Lesson 1, Page 2-4, Analyzing Sources/Evaluate the Credibility of

Sources/Researching on the Internet

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Analyzing Sources

When you read a primary or secondary source, you should ask yourself these questions:

1. Who created the source?
2. Why was the source created—what was its purpose, and for whom was it written?
3. Identify the source's topic by asking what is the source about?
4. When was the source created?
5. How was the source created?
6. Is the source a primary or secondary source?
7. Analyze how the source's information is organized. What are its main points?

Once you identify this information, then you can evaluate the source to determine if it is credible, or truthful. This is because each source reflects a point of view. When you conduct research, you will gather several different sources and you should follow these analysis steps for each source. When analyzing multiple sources, it can be useful to organize and analyze them by categories. You can analyze primary source letters differently than maps and newspapers differently than photographs. Each type of source contains different types of information that can tell you different things when you complete your analysis.

Another thing to consider when analyzing sources is the time period when the source was created. If you are studying a historical event or a geographic phenomenon that takes place over many years, gathering source material and information across that entire time period is a key step in research. Analyzing the information at different points in time can help you form the most complete understanding of the event.

LESSON 1

Research and Writing in Social Studies

Evaluate the Credibility of Sources

An important task of the social scientist is to determine whether information in a source is verifiable. This means the information can be proven by evidence. Evidence is something that shows proof or an indication that something is true. Evidence could be in the form of material objects, such as a soldier's uniform or artifacts from an archaeological dig. Other evidence may appear in historical documents or written materials.

Statistical data is another type of evidence. The data may be provided in data tables or in charts, graphs, and diagrams. Many subject areas in social studies use charts, graphs, and diagrams to provide detailed statistical information. This information must be evaluated for credibility in a similar manner to narrative sources. You should also check this type of information to be sure that the information presented is accurate and free of errors.

The more times you can answer "yes" to the following questions about a source, the more credible and reliable you may consider the source. You can ask these questions about historical and contemporary written and visual sources, statistical information, and maps.

- Are facts presented in the source supported with evidence?
- Are the facts accurate and free of error?
- Is the language used in the source objective?
- Can the same information be found in another source?
- Is the source's creator trustworthy? Does he or she have **credentials**, or qualifications, that establish an expert understanding of the subject matter?
- Does the author or speaker acknowledge and consider other viewpoints?

A **point of view** is a general attitude about people and life. Understanding an author's point of view is a key component of fully understanding what a source is trying to communicate. The creator of a source has a point of view that selects which events to focus on, who the key players are, and which details are worth recording. A point of view is the particular focus a person takes when considering a problem or situation.

When interpreting a writer's words or a person's actions, one should also consider **frame of reference**. This refers to the experiences and historical or cultural factors that influence a person or a group at a specific time. Historical influences are especially important when analyzing past events or writings. For example, we might find early peoples' fears of events, like solar eclipses, amusing. At that time, however, there was no proven scientific explanation for that event.

Sometimes a person's point of view is expressed as a **bias**, or an unreasoned judgment about people and events. A bias is a one-sided, unexamined view. A person who is biased has made a judgment about an event, a person, or a group without really considering the many parts of the situation.

Biased speakers and writers can be detected in various ways. Their statements use opinions or emotional words. They also tend to use words that allow no exceptions, such as *all*, *always*, and *never*. It is important to be aware of point of view, bias, and frame of reference in your own research.

Identifying Audience and Purpose

Historians and social scientists seek to uncover points of view and bias in historical documents and articles. They look for the ideas and facts that the author of the source emphasizes. They also think about what ideas and facts the author might be leaving out.

Historians and social scientists try to be aware of point of view and bias both in their sources and in themselves. They check new sources and their own ideas against sources already known to be trustworthy. To get a balanced picture, they study documents with other points of view. It is important to consider multiple perspectives, or different views, of important events.

Not all people or groups of people experience the same event in the same way. Good students piece together different perspectives to help them interpret information. In this way, we can get a clearer, more well-rounded view of events that occurred.

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Researching on the Internet

GUIDING QUESTION *What process should you use to evaluate internet sources?*

The internet has made some archives, or collections of historical documents, more accessible for research. This happens as archives are digitized and posted online.

Today, finding vast amounts of information online is easy. The challenge is determining if the information you located is credible and useful. Good researchers follow a few important guidelines as they gather information to determine its credibility.

Many articles on the internet are unsigned. A reader has no way of knowing who wrote the content and whether the author is an expert on the subject. However, reliable articles will be signed by well-known experts on the subject. The authors will include details about their credentials, or evidence that they are experts.

A uniform resource locator, or URL, is the address of an online resource. A URL that ends in .gov indicates it is part of a government entity. This site probably contains accurate data. A URL that ends in .edu is usually a site for an educational institution, such as a college or university. Most .edu sites pride themselves on accuracy. Information on these sites may contain opinions in addition to facts.

Nonprofit organizations usually use .org at the end of their URLs. These sites may contain much reliable data, but nonprofit organizations usually have a goal to achieve and may prioritize the information that supports its cause. You should look for opinion-based statements and be wary of any bias. You must carefully review all URLs when conducting research to ensure that your sources are factual and are free of bias.

READING PROGRESS CHECK

Making Connections Why is determining credibility especially important when conducting research using the internet?

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Social Studies Handbook, Lesson 1, Page 5, Descriptive Writing and Preparing a Presentation

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Writing Activity

Descriptive Writing Write a short 3 to 4 paragraph essay describing what you have learned about how historians and social scientists evaluate sources and apply those sources in their writing. Be sure to explain the differences between primary and secondary sources and why sources need to be validated before they can be used in effective writing. Then, select a contemporary and historical source and complete an analysis of both based on what you have learned.

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(20)(B)(iv), Narrative

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Social Studies Handbook, Lesson 1, Page 5, Plagiarism

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Social Studies Handbook, Lesson 1, Page 5, Presentation Activity

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Presentation Activity

Preparing a Presentation Conduct research on ways that computers have changed the way that people work in the last 40 years. Be sure to use both historical and contemporary sources. From your research, write an outline and paragraph that summarizes your findings in your own words to avoid plagiarism. Restate the highlights of what you have learned with five main points of emphasis. From the outline, prepare a script and a series of digital slides that presents your five points. Also, prepare a slide providing all source citations for the research you completed. Present your presentation to the class and accompany your oral presentation with the digital slides and your list of sources.



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Social Studies Handbook, Lesson 2, Page 2, Due Process

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Due Process

The U.S. Constitution also guarantees everyone due process rights. There are two types of due process rights: procedural and substantive. **Procedural due process** means the government must follow fair procedures. The Fifth Amendment states that no one will be "deprived of life, liberty or property without due process of law." For example, all Americans have the right to receive a fair trial. **Substantive due process** means that the laws themselves have to be fair. The law cannot unreasonably interfere with fundamental rights.

Simulation Activity

Social scientists use mathematical equations, diagrams, and other tools to create models of the real world, and then use these models to create simulations of what may happen under different scenarios. For example, to understand how changes in voting patterns might alter electoral results, social scientists might create a model of a previous election and then model how results might have changed if more young people had voted.

As a class, split into groups of prosecutors, defense lawyers, and judges. Then, discuss the following scenario and complete the activity steps below.

During the arrest of a suspect, the police officer neglects to inform the suspect of his right to remain silent. During the ride to the station, the suspect confesses to the crime without the officer asking any questions.

Developing Simulations Does using the suspect's confession violate their due process rights? Teams should do research and develop arguments about whether the suspect's confession does or does not violate due process rights. The judges should research relevant precedents to determine if there is any existing case law on the question. Then, the prosecution and the defense teams should argue their case before the judges, and the judges hand down their verdict.

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Social Studies Handbook, Lesson 2, Page 2, Due Process, Simulation Activity

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Social Studies Handbook, Lesson 2, Page 2, Click on the Due Process Lesson Resource thumbnail to display the Due Process Chart and Examining Models question

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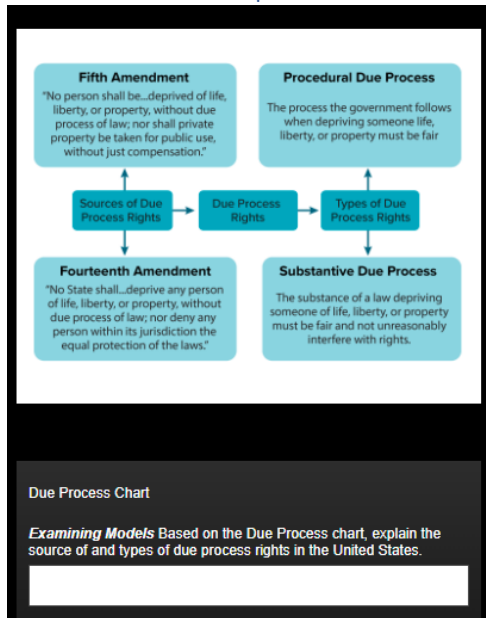
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Social Studies Handbook, Lesson 2. Page 4, Elections

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Elections

GUIDING QUESTION *How are elections part of the democratic process?*

Free and fair elections are essential to a democracy. In the United States, citizens can vote for issues that appear on the ballot as well as the people who represent them. The political parties in each state choose the method used to nominate candidates. Political parties use **primaries** or **caucuses** to nominate candidates.

Primaries

Most states hold closed primaries where only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

Caucuses

In a few states, political parties choose to hold caucuses to select candidates. Caucuses are a series of meetings. People at caucuses divide themselves into groups according to the candidate they support and try to get others to join their group. At the end of the caucus, a vote is held, and delegates are given to candidates based on the number of votes they received. The delegates will vote for the selected candidate at the state or national convention.

Voting Processes: Model and Simulation Activities

Using Models to Describe Voting Processes Work with a small group to create a model that explains the voting process in Texas. Use the Texas Secretary of State website to access information to include in your model about when, where, and how to vote.

Using Simulations to Describe Voting Processes As a class, create two fictional presidential candidates. Then hold a secret ballot primary election for the candidates. Before revealing the results, have the class hold a caucus with the same two fictional candidates. After both simulations are completed, reveal the results of the primary and the caucus. Have students write a reflection about each voting process and how it influenced the mock election and its outcomes.

Voting

States can set rules about who can vote as long as they do not conflict with the U.S. Constitution. All states require voters to be U.S. citizens to vote in state and federal elections, and to have resided in the state for a defined period of time. Voters must also register with the local government to vote. The registration rules and processes vary by state.

The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a centralized location.

READING PROGRESS CHECK

Explaining What are different ways to cast a ballot?

(SE)(Breakout(s)) and (Citation Type(s))

(21)(A)(iii), Activity

Description of the specific location and hyperlink to the exact location of currently adopted content

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Description of the specific location and hyperlink to the exact location of the proposed new content

Social Studies Handbook, Lesson 2. Page 4, Voting Processes, Using Simulations to Describe Voting Processes

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(SE)(Breakout(s)) and (Citation Type(s))

(21)(A)(iv), Narrative

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Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

x Kimberly A. Hawey

Date Submitted: 6/27/2024