

## 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 request 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: Proclamation 2015  
Publisher: McGraw Hill  
Subject Area/Course: Social Studies/World Geography

#### Adopted Program Information:

Title: Texas World Geography  
ISBN: 978-0-02-145743-4

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

Identical Program Title: Texas World Geography

Identical Program ISBN: 978-0-02-145743-4

#### Adopted Component Information

Title: World Geography, Texas Student Learning Center  
ISBN: 978-0-02-145743-4

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

Identical Component Title: Texas World Geography, Student Learning Center

Identical Component ISBN: 978-0-02-145743-4

#### Publisher's overall rationale for this update

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

#### Publisher's overall description of the change

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

## Update to Content Accepted by SRP

### 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.)

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

(21)(A)(iv), Narrative

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

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## Screenshot of Proposed New Content

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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?
- 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.

A bias can also be established based on an incomplete or a one-sided examination of evidence and data. If researched data is only collected from one point of view or if the data is not comprehensive, it will generate one-sided conclusions. This is true of statistical data and other primary and secondary sources such as photographs or maps. If these sources of visual data are only focused on one type of neighborhood or one type of geographic area, the conclusions made from this information can only be limited and incomplete. It is important to be aware of where your researched data comes from and what it represents to guard against a limited point of view, a bias, or an incomplete frame of reference in your conclusion.

### Evaluating Activity

**Analyzing Evidence** Use your school library or appropriate Internet resources to find visual data such as maps or aerial photographs of interstate construction in the United States following World War II. Choose four to six of these visual sources and use that evidence to analyze where the interstate highways were planned. Do the sources that you collected give you a comprehensive picture? Can you estimate how many more sources might be needed to counteract possible bias? Write a short explanation of your research process and the conclusions you came to as you began to evaluate your findings.

### 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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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.

### READING PROGRESS CHECK

**Summarizing** Why is it important to identify point of view and frame of reference when evaluating a source?

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### LESSON 2

## Civic Responsibility and the Democratic Process

### Rights of Citizenship

The Declaration of Independence says that Americans have the right to life, liberty, and the pursuit of happiness. The U.S. Constitution protects the rights and freedoms of every American citizen. All Americans have the right to freedom of expression. This means that they can speak and write openly. They can attend peaceful gatherings. They can worship as they choose. They have a right to vote for public officials and serve in public office.

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.

### Due Process

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.

### Simulation Activity

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.

Save

1 2 3 4 5 R

### Duties and Responsibilities

By law, citizens must carry out some duties. Obeying all federal, state, and local laws is one of the first duties of citizenship. Citizens have a duty to pay taxes, which pay for the services they receive from the government. Citizens must serve on a jury if the government asks them to. Citizens must be ready to defend the United States and the Constitution.

Citizens should respect the rights and views of other people. The United States has welcomed people of many different backgrounds. They all share the same freedoms. Before you deny a right to someone else, put yourself in that person's place. Think how you would feel if someone tried to take away your rights.

Citizens should take part in their local community. By working together, we help make our neighborhoods and towns better. There are many ways to keep our communities strong. We can volunteer our time, join neighborhood groups, and serve in public office.

Citizens also have responsibilities. We should stay informed about important issues to help us make wise choices when we vote. These choices will affect our everyday lives. Voting is a way to guide the priorities of our government.

Americans should also be globally competent citizens. This does not mean giving up your duties and responsibilities as a citizen of the United States. It means thinking about how you can make the world a better place by your actions. The world faces many global problems and is increasingly interconnected. Making the effort to stay informed and to respect the views of others helps all Americans and the rest of the world.

### READING PROGRESS CHECK

**Summarizing** What steps need to be taken in order to become a naturalized U.S. citizen?

Save

1 2 3 4 5 R





# Update to Content Accepted by SRP

## 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 Simulation Activity

**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?

## Civil Discourse

**GUIDING QUESTION** *Why is engaging in civil discourse important in a democracy?*

Civil discourse is when people engage in conversation in which all parties share their views. The participants can disagree, but it should be done respectfully and never be personal. The discussion should focus on the issue, and arguments should be logical and supported with evidence. This is particularly important when there are multiple and different perspectives on an issue.

Engaging in civil discourse is necessary in a democratic society. Democratic societies are responsible to its citizens. Democracies make many policy decisions according to what the majority of its citizens prefer. But there are also safeguards in place to ensure that the majority does not silence those in the minority. Consequently, democracies are politically tolerant and allow for disagreement with the government and its policies. Democracies encourage civil discourse as a way to share different views, gain understanding, and grow together as a society.

The social studies classroom is a place where students can and should engage in civil discourse on a range of social studies topics. Debates and deliberations provide two distinct opportunities to practice those skills.

### READING PROGRESS CHECK

**Defining** What is civil discourse?

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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.

#### **Simulation Activity**

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.

## Update to Content Accepted by SRP

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

(23)(A)(ii), Activity

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Social Studies Handbook, Lesson 2, page 4 to page 4, paragraph beginning "Using Models to Describe Voting Processes . . . ",

[https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=BLK68Z56MCBLVE9FSK2DH8P3FO&nodeId=Q9XLQRVD9BTJKMSLGKZQ5WF3V8)

[hill.com/ssh/book.lesson.do?bookId=BLK68Z56MCBLVE9FSK2DH8P3FO&nodeId=Q9XLQRVD9BTJKMSLGKZQ5WF3V8](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=BLK68Z56MCBLVE9FSK2DH8P3FO&nodeId=Q9XLQRVD9BTJKMSLGKZQ5WF3V8)

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##### **Voting Processes Simulation Activity**

**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.



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

(23)(D)(i), Narrative

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Social Studies Handbook, Lesson 1, page 1 to page 1, paragraph beginning "Conducting research and evaluating the sources . . . ", [https://connected.mcgraw-](https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=BLK68Z56MCBLVE9FSK2DH8P3FO&nodeId=QYEG71F9FLHPV1DVG7KXZEP4FQ&edition=STUDENT)

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### Screenshot of Proposed New Content

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Conducting research and evaluating the sources that you find require you to make decisions. Learning a good decision-making process will help you make better choices for yourself, and help you understand the choices made by others. Follow these steps to help you identify the problem and make good decisions.

1. Identify the problem. What are you being asked to choose?
2. Gather information about the problem. Many problems are the result of poor communication or a lack of facts. Be sure that you have collected all the facts that you need and that the facts are credible and accurate. Such information will help you identify your options and the various alternatives that are possible.
3. Try to predict the consequences for each solution option that exists to solve the problem. Identify positive and negative things that might happen for each option. Consider both short-term and long-term consequences of your problem solutions. A quick fix that does not consider all the facts may only temporarily solve a problem or cause new problems in the future. Sometimes short-term hardships can lead to long-term benefits that make the difficulties getting there worthwhile.
4. Evaluate the consequences. This is the hardest step. How important are each of the positive and negative consequences, sometimes referred to as the costs and benefits, when weighed against each other?
5. Make your decision. Know that once you decide and act on it, it causes new things to happen, possibly things you did not predict. Be prepared to stick to your decision if it is leading to something you want, even if it is hard to follow through. But if the decision leads to negative consequences you did not expect, be prepared to start a new decision-making process.

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(23)(D)(ii), Narrative

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(23)(D)(iii), Narrative

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(23)(D)(iv), Narrative

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(23)(D)(v), Narrative

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(23)(D)(vi), 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