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 History

Adopted Program Information:
Title: Texas World History
ISBN: 9780076606023

Enter the identical Program Title of your identical product that will contain the identical updates.
Identical Program Title: Texas World History
Identical Program ISBN: 9780076606023

Adopted Component Information
Title: Texas World History Student Learning Center
ISBN: 9780076606023

Enter the identical component title of your identical product that will contain the identical updates.
Identical Component Title: Texas World History Student Learning Center
Identical Component ISBN: 9780076606023

Publisher's overall rationale for this update
To update program with material to align to the 2022 TEKS update and to the 2018 streamlined TEKS.

Publisher's overall description of the change
New material was added to the Student Learning Center to address the new 2022 TEKS and 2018 streamlined 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))
(28)(D)(i), Narrative

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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.

| 1 | 2 | 3 | 4 | 5 | R |

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.

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Writing Activity

8. INFORMATIVE/EXPLANATORY Explain how you evaluate the validity and credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a accurate and objective way?

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Writing Activity

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Social Studies Handbook, Lesson 1, page 4, Reading Progress Check, https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=3H5HNES3219CCPZ713X9PS75MY&nodeId=597V4V6MRP19RO72V57XPCZ6SQ&edition=STUDENT&page=4

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✅ **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.

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Writing Activity

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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.

(SE)(Breakout(s)) and (Citation Type(s))
(28)(D)(vi), Activity

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Writing Activity

8. INFORMATIVE/EXPLANATORY Explain how you evaluate the validity and credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a accurate and objective way?

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✓ **READING PROGRESS CHECK**

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

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(28)(D)(vi), Activity

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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.

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(28)(D)(viii), Narrative

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Social Studies Handbook, Lesson 1, pages 2-3, paragraph beginning "When you read a primary source...", https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=3H5HNES3219CCPZ713X9PS75MY&nodeId=597V4V6MRP19RO72V57XPCZ6SQ&edition=STUDENT&page=2

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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.

1 2 3 4 5 R

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?

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Social Studies Handbook, Lesson 1, page 5, paragraph beginning "There are many citation styles...",
https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=3H5HNES3219CCPZ713X9PS75MY&nodeId=597V4V6MRP19RO72V57XPCZ6SQ&edition=STUDENT&page=5

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Citation Styles

There are many citation styles used in different fields of study. The Chicago Manual of Style is often used by Business, History, and Fine Arts. American Psychological Association (APA) is a style often used in Education, Psychology, Sciences, and Economics. Modern Language Association (MLA) is a style often used by the Humanities. Here are a few examples of these different styles using the same book.

Chicago Style book citation example:

Bergen Evans, *Dictionary of Quotations* (New York City: Delacorte Press, 1968), p. 328

APA book citation example:

Evans, B. (1968). *Dictionary of Quotations*. Delacorte Press

MLA book citation example:

Evans, Bergen. *Dictionary of Quotations*. Delacorte Press, 1968.

Different classes or teachers may have different preferred citation styles, so becoming familiar with more than one is helpful. Regardless of the citation style used, a source citation should include the author and title of the source, the publishing company, and the year of publication. An In-Text Citation is used at the point of use in a text and is brief. Citations in a bibliography or works cited at the end of an article or book are longer and provide more details.

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7. Explaining How can writers appropriately cite research in their work?

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(30)(B)(i), Activity

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Social Studies Handbook, Lesson 1, page 5, Presentation Activity, Preparing a Presentation,
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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. From your research, write an outline that summarizes your findings in your own words and restates the highlights of what you have learned with five main points of emphasis. From this 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.

(SE)(Breakout(s)) and (Citation Type(s))
(30)(B)(i), Activity

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☑ READING PROGRESS CHECK

Making Connections What are some steps you can take to avoid plagiarizing another person's research?

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(30)(B)(ii), Narrative

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Social Studies Handbook, Lesson 1, page 5, paragraph beginning "When writers incorporate the research notes they have...", https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=3H5HNES3219CCPZ713X9PS75MY&nodeId=597V4V6MRP19RO72V57XPCZ6SQ&edition=STUDENT&page=5

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Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly in order to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. Plagiarism is similar to forgery, or copying something that is not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

There are some general citation guidelines to use to avoid plagiarism, such as the following rules:

- Put information in your own words.
- When you restate something that you read, include a reference to the author: "According to Smith and Jones, . . . "
- Always include a footnote or citation when you use a direct quotation from one of your sources.

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7. Explaining How can writers appropriately cite research in their work?

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☑ READING PROGRESS CHECK
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Social Studies Handbook, Lesson 2, page 4, paragraph beginning "Civil discourse is when people engage in…", https://connected.mcgraw-hill.com/ssh/book.lesson.do?bookId=3H5HNES3219CCPZ713X9PS75MY&nodeId=QE4H57XTMV6QE6586SCT1F7OT8&edition=STUDENT&page=4

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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.

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(30)(D)(i), Activity

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✓ READING PROGRESS CHECK
Defining What is civil discourse?

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DELIBERATION

Should Voting be Mandatory?

The United States Constitution guarantees citizens the right to vote. However, citizens are not required to vote. Only around two-thirds of the eligible voting population cast a ballot in the 2020 presidential election. The number is significantly lower for mid-term elections. Some nations require its citizens to vote. This is known as compulsory voting. In some countries with compulsory voting, non-voters face fines or even possible imprisonment.

Yes

Voting should be mandatory.

- Mandatory voting would fix the issues of low voter turnout and voter suppression as everyone would be required to vote.
- Mandatory voting is good for democracy because it makes citizens learn about issues and engage in the civic process.
- Voting is a civic duty and should be mandatory for all citizens.
- If all citizens voted, more views would be represented and there would naturally be a trend towards more moderate candidates and less political polarization.

No

Voting should be voluntary.

- Mandatory voting would cost a lot of money to enforce, and it violates the right not to vote.
- If everyone was required to vote, ballots would be cast by people who did not take the time to become informed about candidates or issues.
- Elections would become more costly because of the increase in voters and people intentionally casting blank or mismarked ballots.
- Mandatory voting violates the free exercise clause of the First Amendment as some religions discourage participation in politics.

Identifying Perspectives With a partner, review the main arguments for either side. Decide which points are most compelling. Then paraphrase those arguments to a pair of students who were assigned the other viewpoint. Listen to their strongest arguments. Switch sides and repeat the best arguments and add another compelling argument the other pair may not have thought of or presented. Then, drop your roles and have a free discussion about which policy you support and why. Can you find any areas of common ground between the two views? How might a sensible policy address that common ground? What do you think is the best answer? Why?

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2. Evaluating Information Work with a partner to identify the rights of U.S. citizens. Discuss if there are any rights that should be added. Write a paragraph supporting your point of view to share with the class. Discuss the different perspectives presented in the paragraphs and as a class, decide on rights that you think should be added.

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6. MAKING CONNECTIONS Work with a partner to discuss an issue currently affecting your community. Conduct research and develop arguments, supported by evidence, for both sides of the issue. Present your arguments to the class and ask everyone to choose a side. Discuss what drew people to each argument.

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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 causes 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.

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(SE)(Breakout(s)) and (Citation Type(s))
(31)(A)(i), Activity

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(31)(A)(ii), Narrative

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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 causes 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.

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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. Harvey*

Date Submitted: 6/27/2024