Amendments to Social Studies TEKS to be Considered November 16, 2018

Approved by Committee of the Full Board

Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses

(Second Reading and Final Adoption)
(Board agenda page I-1)
[Official agenda item #3]

Proposed Revisions, Subchapter A
Proposed Revisions, Subchapter B
Proposed Revisions, Subchapter C

Additional Amendments to be Considered

Grade 2

(2) History.

(B) [~~(C)~~]~~discuss explain~~ **describe** how people and events have influenced local community history.

Grade 3

(9) Citizenship.

(C) identify and ~~discuss~~ **describe** [~~explain the importance of~~] individual acts of civic responsibility, including obeying laws, serving **and improving** the community, serving on a jury, and voting

(13) Culture.

~~(A)~~ **~~discuss~~** [~~identify~~] **identify how** various [~~individual~~] writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder [~~and Phillis Wheatley~~] and examples of their cultural heritage through their stories, poems, statues, and paintings . [~~and other examples of cultural heritage from various communities; and~~]

Grade 7

(5) History.
(C) [~~(B)~~] **~~discuss~~** [~~analyze~~] **analyze** the political, economic, and social effects of the Civil War and Reconstruction in Texas . [~~; and~~]

Grade 8

(5) History.
(5)(A) describe major domestic problems faced by the leaders of the new republic , including [~~such as~~] maintaining national security, **~~building a military~~**, creating a stable economic system, setting up the court system, **~~and defining the authority of the central government;~~**
(7) History.
(7)(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, **~~including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster~~**.

(26) Culture.

~~(26)(B) [(C)] analyze the relationship between the [fine] arts and continuity and change in the American way of life~~.

World Geography

(3) Geography.

(C) **describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes** **~~examine the physical processes that~~** affect the lithosphere, atmosphere, hydrosphere, and biosphere **~~such as hurricanes, El Niño, earthquakes, and volcanoes~~** .

(7) Geography.

(D) **~~examine~~** **analyze** how [~~benefits and challenges of~~] globalization affects [~~, including~~] connectivity, standard of living, pandemics, and loss of local culture.

(10) Economics

(D) compare global trade patterns over time and ~~examine~~ **evaluate** the implications of globalization, including outsourcing and free trade zones.

(13) Government

(B) ~~compare maps of voting patterns and [or] political boundaries to make inferences about the distribution of political power~~

analyze the impact of political boundaries on the distribution of political power

(19) Science

(C) ~~examine~~ **analyze** the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.

World History

(8)History.

~~(B) [(C)]identify the major political, economic, and social motivations that influenced European imperialism;~~

(C) [~~(D)~~]explain the **causes**, major characteristics, and impact of European imperialism; and;

(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: (adopted)

(A) discuss the impact of geopolitical influences on the development of radical Islamic terrorism; ~~in the second half of the 20th century and the early 21st century;~~ and

(B) discuss the impact of radical Islamic terrorism on global events ~~in the second half of the 20th century and the early 21st century;~~ and

(C) explain the U.S. response **to the events surrounding September 11, 2001 and other acts of radical Islamic terrorism.**

(28) Social Studies Skills
(C) [~~explain the differences between primary and secondary sources and~~] **analyze** ~~**examine**~~ primary and secondary [~~those~~] sources to analyze frame of reference, historical context, and point of view;

U.S. History

(1) History

(C) **~~discuss~~ describe** the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

(4) History.

(4)(A) explain why significant events, policies, and individuals , including [~~such as~~] the Spanish-American War, U.S. expansionism, [~~Henry Cabot Lodge,~~] Alfred Thayer Mahan, Theodore Roosevelt, and **~~Sanford B. Dole~~** [~~, and missionaries~~] moved the United States into the position of a world power;

~~4(E) analyze the impact of [significant technological innovations in World War I such as] machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I [that resulted in the stalemate] on the Western Front; and~~

(7) History.

7 (C) [~~(D)~~] analyze major issues of World War II, including the Holocaust; the internment of **German, Italian, and** Japanese Americans as a result of [~~and~~] Executive Order 9066; and the development of [~~conventional and~~] atomic weapons;
(11) History.

~~11(C) [(D)] analyze the impact of third parties on the 1992 and 2000 presidential elections; and~~

(12) Geography

~~12 (B) identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.~~

(18) Government

(D) **~~discuss~~ describe** the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009

(20) Government

(B) **~~discuss historical reasons why~~ explain why** landmark constitutional amendments have been proposed and ratified from 1877 to the present. [~~the constitution has been amended; and~~]
(22) Citizenship.
~~22 (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.~~

(23) Citizenship.
(23) [~~(24)~~] Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to [~~:~~]

23(A) [~~(B)~~] evaluate the contributions of significant ~~**political and social**~~ leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, and [~~Barry Goldwater,~~] Sandra Day O'Connor [~~, and Hillary Clinton~~] and **Sonya Sotomayor** .

~~**25 (D)identify the [political, social, and economic] contributions of women such as Rosa Parks and [Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta,] Sonia Sotomayor [, and Oprah Winfrey] to American society; and**~~
23B discuss the importance of congressional Medal of Honor recipients [~~, including individuals of all races and genders~~] such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez [~~Roy~~] Benavidez.

(25) Culture

(B) ~~**discuss**~~ **describe and explain** the Americanization movement to assimilate immigrants and American Indians into American culture;

(E) [~~(F)~~] ~~**discuss the importance of Congressional congressional Medal of Honor recipients**~~ [~~, including individuals of all races and genders~~] **describe the actions that led to awarding the Congressional Medal of Honor to recipients** such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez [~~Roy~~] Benavidez.

(27) Science, technology, and society

27 (A) analyze how scientific discoveries, technological innovations, **space exploration**, and the application of these by the free enterprise system improve the standard of living in the United States , including changes [~~those~~] in transportation and communication [~~, improve the standard of living in the United States~~] ;

~~**(B) explain how space technology and exploration improve the quality of life; and**~~

Government

(1) History

(E) ~~**examine**~~ **analyze** debates and compromises that impacted the creation of the founding documents; and

(5) Economics

(A) **~~examine~~** **analyze** how [~~the U.S. government uses~~] economic and natural resources influence U.S. [~~in~~] foreign policy; and

(12) Economics

(D) **~~examine~~** **analyze** the reasons the Founding Fathers protected religious freedom in America 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** **~~phrase "~~** separation of church and state; "

(15) Citizenship

(A) **~~examine~~** **analyze** different points of view of political parties and 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 contemporary issues; and

Economics

(11) Economics

(C) **~~examine~~** **analyze** the positive and negative aspects of barter, currency, and debit cards.

(16) Personal Financial Literacy

(D) **~~examine~~** **analyze** the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.

(18) Personal Financial Literacy

(A) **~~examine~~** **analyze** ways to avoid and eliminate credit card debt;