

Work Group C Recommendations
Social Studies, Texas Essential Knowledge and Skills
U.S. History, Grades 5 and 8 and High School, History Strand

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

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These recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS streamlining work group for **U.S. History, Grades 5 and 8 and High School**. 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*). Recommendations to clarify language are shown in blue font with double underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards

MV—multiple viewpoints from within the committee

VA—information changed, or deleted to increase vertical alignment

Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(1)	History. The student understands the <u>reasons for and the role of key people in the</u> causes and effects of European colonization <u>of North America</u> in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	<ul style="list-style-type: none"> • Connects the SEs to the knowledge and skill • Better vertical alignment for 8th grade (VA) • Changed United States to North America because the US has not been established at this time in history. • “Effect” of colonization is ongoing information presented during the entire course. 	20 minutes
(A)	explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and		No change
(B)	describe the accomplishments of significant individuals who <u>settled for religious freedom and economic gain</u> during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise , and Roger Williams.	<ul style="list-style-type: none"> • Clarification to make the SE and the reasons for the key people clearer. • Removed John Wise because he did not establish a colony; he scored low on the rubric 	No change
(2)	History. The student understands how conflict between the American colonies and Great Britain led to American independence <u>and the formation of the United States</u> . The student is expected to:	<ul style="list-style-type: none"> • Adds clarity to the K&S statement 	No change
(A)	identify and analyze the causes and effects of events prior to and during the American Revolution, including the <u>taxation resulting from the French and Indian War</u> and the <u>colonist response to taxation such as the Boston Tea Party</u> ;	<ul style="list-style-type: none"> • Identify was removed because specific examples were provided to add clarity to the SE • Language adds clarification to the SE 	No change
(B)	identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams , Benjamin Franklin, Nathan Hale , Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and	<ul style="list-style-type: none"> • Samuel Adams is the founder of the Sons of Liberty and is included in that group. (Redundant Example) • The rubric indicates that Nathan Hale be removed because he did not have a lasting impact on US history like the others listed; scored low on the rubric 	No change
(C)	summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military .	<ul style="list-style-type: none"> • This was an indirect result of the Revolution; United States Military was established after the 1783 in the Treaty of Paris and was not a direct result of American Revolution. The colonial army was disbanded directly after the Revolution. 	40 minutes

(3)	History. The student understands the <u>significant individuals who contributed to and</u> events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	<ul style="list-style-type: none"> Better aligns K&S to SEs Redundant; clarity is included in SE-3A 	No change
(A)	identify <u>how weaknesses of the Articles of Confederations the issues that</u> led to the creation of the U.S. Constitution, including <u>the lack of power to tax and a weak central government the weaknesses of the Articles of Confederation</u> ; and	<ul style="list-style-type: none"> Clarification for teachers on which weaknesses of the Articles of Confederation. 	No change
(B)	identify the contributions of individuals, including James Madison <u>and George Mason, and others such as, George Mason, Charles Pinckney, and Roger Sherman</u> who helped create the U.S. Constitution.	<ul style="list-style-type: none"> Madison and Mason contributed directly to the writing and language of the Constitution which is why they were kept. Roger Sherman can be taught in 8th grade and US Government in more depth relating to the Great Compromise which is not addressed in 5th grade standards. Based on the rubric, Charles Pinckney is not necessary for this grade level (Establishment Clause) 	20 minutes
(4)	History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:		No change
(A)	describe the causes and effects of the War of 1812 <u>such as impressment of sailors, territorial conflicts with Great Britain, and the United States gaining international respect and power</u> ;	<ul style="list-style-type: none"> Specificity adds clarity to the focus of this SE 	No change
(B)	identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;		No change
(C)	identify reasons people moved west;	<ul style="list-style-type: none"> Content is redundant in SE 4D 	60 minutes
(C) (D)	identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;		No change
(D) (E)	identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;		No change
(E) (F)	explain how industry and the mechanization of agriculture changed the American way of life; and		No change

(F) (G)	identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups <u>such as the settlement of the frontier and building of the Transcontinental Railroad.</u>	<ul style="list-style-type: none"> Clarifies the focus of the SE and gives specificity 	No change
(5)	History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:		No change
(A)	<u>explain the significance of</u> analyze various issues and events of the 20th century such as industrialization, urbanization, <u>reasons for the</u> increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;	<ul style="list-style-type: none"> Changed <u>analyze</u> to <u>explain the significance of</u> to narrow the focus of this SE; The change in the verb allows for a more wide-ranging understanding of the SE. Consider breaking apart this SE in future reviews of standards into political, social, and economic categories. 	No change
(B)	analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and		40 minutes
(C)	identify the accomplishments <u>and contributions</u> of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, <u>and Ronald Reagan, Colin Powell,</u> the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made <u>contributions to society</u> in the areas of civil rights, women's rights, military actions, and politics.	<ul style="list-style-type: none"> Jane Addams is Addressed in US History in HS and has a low score on the rubric Dwight Eisenhower is addressed in World History in HS and has a low score on the rubric Ronald Reagan is addressed in US History in HS as part of economics and government Colin Powell does not relate well to this SE and has a low score on the rubric 442nd Combat Team is a redundant example of a group that contributed in a military action. Wording at the end is redundant and was reworded for greater clarity at the beginning of the SE. No change in time allows for better application of remaining examples. 	No change

§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(b)	Knowledge and skills.		
(1)	History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:		
(A)	identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence , creation and ratification of the Constitution, religious revivals such as the Second Great Awakening , early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; <u>and</u>	Narrowing down to the major eras but because the events are included in other student expectations. The drafting of the Declaration of Independence and religious revivals such as the Second Great Awakening are not major eras, they are events. Each of these events are included in other SEs. The drafting of the Declaration of Independence is included in SE 1C, Knowledge and Skill statement 15, and SE 15C and the Second Great Awakening is included in SE 25B. This suggestion clarifies the SE.	No change
(B)	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and	Recommend move old to 29B (Social Studies Skills Strand) because the sequencing of information is included in the social studies skills strand.	No change
(B) (C)	explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.		
(2)	History. The student understands the causes of exploration and colonization eras. The student is expected to:		
(A)	identify reasons for <u>British, Spanish, and French</u> European exploration and colonization of North America; and	Language to make the SE more narrow and specific. Work Group A suggested this change based on survey information.	15 minutes
(B)	compare political, economic, religious , and social reasons for the establishment of the 13 English colonies.	Duplicative of SE 23A, 23B, and 23C; in addition religious is a social reason	10 minutes
(3)	History. The student understands the foundations of representative government in the United States. The student is expected to:		
(A)	explain the reasons for the growth of representative government and institutions during the colonial period; <u>and</u>		

(B)	analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government. ; and		
(C)	describe how religion and virtue contributed to the growth of representative government in the American colonies.	Too vague and the concepts are covered in SE 3A and 20B, this is also included in Celebrate Freedom Week.	45 minutes
(4)	History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:		
(A)	analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;		
(B)	explain the roles played by significant individuals during the American Revolution, including Abigail Adams , John Adams, Wentworth Cheswell , Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez , Crispus Attucks, King George III, Haym Salomon , Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;	Recommendations based on historical figures rubric. Historical figures are not the best representation of the SE. Abigail Adams' impact is best represented in the 20th century during the Women Rights Movement; Wentworth Cheswell, Bernardo de Gálvez, and Haym Salomon do not best exemplify the SE. James Armistead scored low on the rubric but we believe he should remain. He personifies the contributions of an American during the revolution.	60 minutes
(C)	explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington and ; Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;	Duplicative of SE 15B, significance is of the strengths and weaknesses as opposed to the writing of the document. Recommend changing Lexington and Concord together instead of as two separate battles to provide accurate and clarifying information and it will reduce the amount of time required to teach them as two separate battles.	20 minutes 10 minutes
(D)	analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. ; and		
(E)	analyze the arguments for and against ratification.	Duplicative of SE 17A that includes the arguments of the Federalists and the Anti-federalists.	90 minutes
(5)	History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:		

(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;	Recommendation is to communicate and ensure the SE is focused on what is essential. Work Group A suggests add specific information per president. This might be accomplished during a revision/rewriting. It might look like SE 5F and G which provides details about Andrew Jackson.	No change
(B)	summarize arguments regarding protective tariffs, taxation, and the banking system;		
(C)	explain the origin and development of American political parties;		
(D)	explain the causes, important events, and effects of the War of 1812;		
(E)	identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;		
(F)	explain the impact of the election of Andrew Jackson, including expanded suffrage; and		
(G)	analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.		
(6)	History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:		
(A)	explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;		
(B)	explain the political, economic, and social roots of Manifest Destiny; <u>and</u>		
(C)	analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation;	Repetitive; taught with SE 6B	180 minutes
(C) (D)	explain the causes and effects of the U.S.-Mexican War and their impact on the United States; and		
(E)	identify areas that were acquired to form the United States, including the Louisiana Purchase.	Repetitive, recommend clarifying in SE 10A, recommend adding specificity/clarification; (Oregon, British Cession , Louisiana Purchase, Gadsden, Texas, Florida, Mexican Cession) it is a geography SE	112.5 minutes

(7)	History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:		
(A)	analyze the impact of tariff policies on sections of the United States before the Civil War;		
(B)	compare the effects of political, economic, and social factors on slaves and free blacks;		
(C)	analyze the impact of slavery on different sections of the United States; and		
(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.	Recommend removing John Quincy Adams because he does not best fit the description of the SE. He scored low on the historical figures rubric.	30 minutes
(8)	History. The student understands individuals, issues, and events of the Civil War. The student is expected to:		
(A)	explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;	MV: We discussed removing William Carney and Philip Bazaar upon further research we determined there is a strong rationale for keeping this SE as is.	No change
(B)	explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and		
(C)	analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.		
(9)	History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:		
(A)	evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;		

(B)	evaluate the impact of the election of Hiram Rhodes Revels; <u>and</u>		
(C)	explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.; and		
(D)	identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.	This SE is more appropriate to include in the U.S. History high school course US.15A, SE seems unrelated to the Reconstruction era, outside of the time frame for grade 8 American History. Homestead-1862, but it is not impactful until after the Civil War; Dawes Act-1887; Morrill Act-1862 included in the U.S. History course	45 minutes

DRAFT

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	Knowledge and skills.		
(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, and identify the full text of the first three paragraphs of the Declaration of Independence; <u>and</u>		
(B)	analyze and evaluate the application of these founding principles to historical events in U.S. history. ; and		
(C)	explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.	Removed this SE; not in the scope of this course, 1877 to present; These specific individuals are not essential to understand the principles of Celebrate Freedom Week	90 minutes
(2)	History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:		
(A)	identify the major characteristics that define an historical era;	Redundant. Covered in 2(B)	
(A) (B)	identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;		
(B) (C)	apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and		
(C) (D)	explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), <u>1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon)</u> , 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon) , 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	Separated 1968 and 1969 as turning points for clarification	30 minutes

(3)	History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:		
(A)	analyze political issues such as Indian policies, the growth of political machines, <u>and</u> civil service reform; and the beginnings of Populism;	Removed Populism; redundant as covered in 5(C)	60 minutes
(B)	analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; <u>and</u>		
(C)	analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; and		
(D)	describe the optimism of the many immigrants who sought a better life in America.	Removed due to redundancy; covered in 3(C), 6(A), 11(B)	45 minutes
(4)	History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:		
(A)	explain why significant events, policies, and individuals, <u>including</u> such as the Spanish-American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, Theodore Roosevelt, <u>and</u> Sanford B. Dole; and missionaries moved the United States into the position of a world power;	Removed such as and replaced with including to emphasize the significance of listed events and people and to narrow focus of this SE Removed Henry Cabot Lodge because he is not necessary for mastery of this SE; Work Group B recommended removal Removed missionaries as a redundancy; missionary contribution traced through and covered with Sanford Dole; missionaries are not an event, policy or individual	30 minutes
(B)	evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;		
(C)	identify the causes of World War I and reasons for U.S. entry;		
(D)	understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, <u>including the Battle of Argonne Forest;</u>	Kept Pershing as a significant historical figure as commander of AEF; Pershing was not addressed in Work Group B rubric. Added including Battle of Argonne Forest to focus on American contribution to end of WWI; moved from 4(G)	30 minutes

(E)	<u>analyze the impact of 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;</u> analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;	Clarification to narrow the focus of this SE	30 minutes
(F)	<u>analyze major issues raised by U.S. involvement in World War I including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles;</u> analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and	Changed wording for clarification Added including, removed such as to emphasize the significance of these specific issues to this SE	
(G)	analyze significant events such as the Battle of Argonne Forest.	Recommended merging this SE with 4(D) where it was listed <u>including</u> to emphasize its significance and its importance as an American contribution to WWI Removed this SE to streamline and narrow focus to most significant battle in 4(D)	90 minutes
(5)	History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:		
(A)	<u>analyze</u> evaluate the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;	Replaced evaluate with analyze as analysis is sufficient for mastery of TEKS 5	90 minutes
(B)	evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, <i>Jane Addams</i> , Ida B. Wells, and W. E. B. DuBois on American society; and	Recommend moving Jane Addams to 5(B) as an example of a reform leader specific to this era and removing her from 26 (D) Disagree with Work Group B recommendation to remove Ida B. Wells. Ida B. Wells considered significant as anti-lynching and women's suffrage and as muckraker Maintained <u>such as</u> to acknowledge the importance of other muckrakers and reformers of the era	
(C)	<u>analyze</u> evaluate the impact of third parties, including the Populist and Progressive parties.	Replaced evaluate with analyze to maintain consistency and rigor with 11(D)	60 minutes

(6)	History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:		
(A)	analyze causes and effects of events and social issues such as immigration, Social Darwinism, eugenics , race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	Removed eugenics as its understanding is not necessary for mastery of this SE; Represents a redundancy with race relations, immigration, nativism, and Social Darwinism Maintained <u>such as</u> to allow for discussions of other significant social issues of the era	30 minutes
(B)	analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan , Henry Ford, Glenn Curtiss , Marcus Garvey, and Charles A. Lindbergh.	Removed Clarence Darrow and William Jennings Bryan as they do not solely represent the debate of modernism vs. traditionalism in the era; Work Group B recommended removal Removed Glenn Curtiss as rise of aviation industry is covered with Lindbergh; Work Group B recommended removal In agreement with Work Group B recommendation to keep the remaining historical figures in this SE	60 minutes
(7)	History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:		
(A)	identify reasons for U.S. involvement in World War II, including <u>the aggression of</u> Italian, German, and Japanese dictatorships and their aggression , especially the attack on Pearl Harbor;	Clarification to narrow the scope of SE	90 minutes
(B)	evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry's rapid mobilization for the war effort ;	WWII Industrial mobilization covered in 17(A)	30 minutes
(C)	analyze the function of the U.S. Office of War Information;	Not essential for KS 7	45 minutes
(C) (D)	analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;	Redundant covered in 27(B)	30 minutes

(D) (E)	analyze major military events of World War II, including <u>fighting the war on multiple fronts, the Bataan Death March, the US military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps;</u> the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;	Clarification for chronological order	
(E) (F)	<u>describe</u> evaluate the military contributions of leaders during World War II, including Omar Bradley, Dwight Eisenhower; Douglas MacArthur, <u>and</u> Chester <u>W. A.</u> Nimitz, George Marshall, and George Patton; and	Changed verb from evaluate to describe to narrow the focus of this SE W is correct middle initial of Chester Nimitz Removed Bradley, Marshall, Patton as they are regional commanders; Work Group B Recommendation Disagreed with Work Group B recommendation and maintained remaining generals who operated on Theater level;	60 minutes
(F) (G)	explain the home front and how American patriotism inspired <u>volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities; and</u> exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.	Separation to clarify between home front and military contributions Moved to 7(G)	
(G)	<u>explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.</u>	Separation to clarify between home front and military contributions Disagreed with Work Group B recommendation to remove Flying Tigers	
(8)	History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:		
(A)	describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, the Berlin airlift, <u>the North Atlantic Treaty Organization,</u> and John F. Kennedy's role in the Cuban Missile Crisis;	Chronological Organization	

(B)	describe how Cold War tensions were intensified by <u>the House Un-American Activities Committee (HUAC)</u> , McCarthyism, and the arms race, and the space race <u>the House Un-American Activities Committee (HUAC)</u> ; the findings of which were confirmed by the Venona Papers;	Chronological Organization Venona Papers removed because they fall outside of chronological era as findings not publicly released until 1990s	30 minutes
(C)	explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;		
(D)	explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;		
(E)	analyze the major issues and events of the Vietnam War, <u>including the escalation of forces</u> such as , the Tet Offensive, the escalation of forces , Vietnamization, and the fall of Saigon; and	Removed issues because all listed in this SE are events Changed such as to including to narrow scope of SE by specifying the four events that are essential to understanding the Vietnam War Move for Chronological Order	30 minutes
(F)	describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.		
(9)	History. The student understands the impact of the American civil rights movement. The student is expected to:		
(A)	trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;		
(B)	describe the roles of political organizations that promoted <u>civil rights</u> , including ones from African American, Chicano, American Indian, <u>and</u> women's <u>civil rights</u> ; and other civil rights movements;	Removed other civil rights movements to narrow scope of SE Moved words civil rights to increase specificity	60 minutes
(C)	identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, <u>Dolores Huerta</u> , Rosa Parks, Hector P. Garcia , and Betty Friedan;	Followed Workgroup B recommendation to remove Hector P. Garcia; removed to narrow scope of SE; not relevant to national civil rights arena; covered in 3 rd and 7 th grade TEKS Disagreed with Work Group B recommendation and kept Betty Friedan, considering the significance of her writings as the spark of the feminist movement. Dolores Huerta moved from SE26 (D) as she more appropriately represents a civil rights leader	60 minutes

(D)	compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	Removed to narrow and clarify the language of the SE	60 minutes
(E)	discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;		
(F)	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act acts of 1957 and 1964, and the Voting Rights Act of 1965;	Removed to focus on most significant civil rights legislation	30 minutes
(G)	<u>explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;</u> describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;	Lester Maddox was removed to narrowed scope of SE; Work Group B recommendation Adjusted wording to add clarity and conciseness; Disagreed with Work Group B and kept Congressional Bloc of Southern Democrats to acknowledge their role in the larger movement to maintain status quo	30 minutes
(H)	evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	Removed events to streamline and narrow focus of this SE and to emphasize the significance of the changes that increased political participation of minorities	120 minutes
(I)	describe how <u>Sweatt v. Painter</u> and litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.	Sweatt v. Painter and Brown v. Board of Education best exemplify supreme court cases that protected minority rights Delgado v. Bastrop I.S.D., Mendez v. Westminster, and Edgewood I.S.D. v. Kirby were state, not national cases Hernandez v. Texas is covered in 21(A)	90 minutes
(10)	History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:		
(A)	describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;		
(B)	describe Ronald Reagan's leadership in domestic and international policies, including <u>Reagan's economic policies</u> Reaganomics and Peace Through Strength;	Removed the term Reaganomics to eliminate potential bias	

(E)	compare the impact of energy on the American way of life over time;	Redundant SE Covered and taught with 27(A)	30 minutes
(C) (D)	describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, <i>the Iran Hostage, Crisis, Marines in Lebanon, and the Iran-Contra Affair</i> <i>Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;</i>	Reordered for clarification and chronological order	
(D) (E)	describe the causes and key organizations and individuals of the conservative resurgence of the 1980s <u>such as</u> and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation; <u>and</u> the Moral Majority; and the National Rifle Association; and	Removed 1990s as it is outside the scope of the KS 10 Removed individuals because the organizations best represent this SE Removed Phyllis Schlafly accordingly- Removed Phyllis Schlafly per Work Group B recommendation Removed Contract with America because it is outside of chronological scope of this SE Removed the National Rifle Association because it is best represented in 23(A); Also a Work Group B Recommendation Changed <u>including</u> to <u>such as</u> to allow for additional examples and flexibility	60 minutes
(E) (F)	describe significant societal issues of this time period <u>such as the War on Drugs and the AIDS epidemic;</u>	Added <u>such as</u> examples to narrow the scope of this SE; These examples are covered in current instructional materials	60 minutes
(11)	History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:		
(A)	describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the global War on Terror;	Removed the Balkans Crisis as it is best represented in World History 22(D) and it does not best represent this SE Acknowledge that the global War on Terror includes US involvement in Afghanistan and Iraq	30 minutes
(B)	identify significant social and political advocacy organizations, leaders, and issues <u>such as health care, immigration, and education from</u> across the political spectrum; <u>and</u>	Removed advocacy organization and leaders to narrow focus of this SE Added <u>such as</u> examples to streamline this SE Maintained political spectrum to acknowledge multiple viewpoints on these issues	60 minutes
(E)	evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;	Removed as it is redundant; covered in 4(F), 8(A), 17(E) Work Group A recommended removal	90 minutes

(C) (D)	analyze the impact of third parties on the 1992 and 2000 presidential elections.	Added specific elections for clarification	30 minutes
(D) (E)	discuss the historical significance of the 2008 presidential election; and	Redundant. Covered in 2(D)	30 minutes
(E) (F)	discuss the solvency of long-term entitlement programs such as Social Security and Medicare.	This topic should be taught, however it would be better represented in Economics and Government courses and is already present in those instructional materials. Work Group A Survey recommended removal	135 minutes

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