

Review of Social Studies TEKS
Jesús F. de la Teja

I. General Observations of Existing TEKS	General Observations on Committee Work
<p>(1) Overall, the existing TEKS do an acceptable job of promoting factual and accurate delivery of K-12 level social studies content. It is difficult to make a judgment with regard to “ideological neutrality” (guideline 1) since the very idea of the “benefits of the free enterprise system” (guideline 10) is not ideologically neutral. Consequently, I will limit my specific comments regarding ideological neutrality to themes other than those to do with the free enterprise system.</p>	<p>The committees made substantive improvements at each grade level, although not as consistently as I might have hoped for. There was some clarification of the language regarding free enterprise system, market economies, and capitalism at the high school level that improves clarity. There was also some inconsistency in applying college readiness standards to the TEKS, which could use a bit more emphasis on critical thinking and analytical skills. Instead of commenting on each change, I will only comment when I feel an observation is necessary.</p>
<p>(2) Overall, there is a logical development of social studies concepts followed at each grade level. There are places where the presentation of specific items might be better organized, however (see below specific comments).</p>	<p>The reorganization of material, particularly in 6th, 7th, high school U.S. and World histories, and U.S. Government, address most of my concerns in this area.</p>
<p>(3) While for the most part the people and events presented at each grade level are appropriate, there is room for other examples that might better reflect the geographic, chronological, and cultural diversity of both American and Texas history as presented in the existing TEKS. In a number of instances I suggest additional examples or replacements for existing examples in order to better reflect the content of individual K-S statements (see below specific comments).</p>	<p>Particularly in the 7th and high school U.S. histories, the broadening of examples and clarification of periodization address many of my concerns in this area. In fact, in a couple of instances, the committees came up with very useful and more directly pertinent examples that strengthen the diversity of coverage. (See specific comments below on where additional thought should be given to examples.)</p>
<p>(4) Although the vocabulary and terminology are appropriate overall, I would suggest that throughout the document the term “such as” in introducing examples be replaced with “for instance.” Personally, I would prefer that in the few necessary instances where students are expected to know specific individuals and events those items be required (the way they are in the 7th grade where the term “including” is used) and that otherwise no examples be provided, but I understand that many teachers and publishers like the idea of representative examples. However, because many people fail to understand that representative</p>	<p>Although the “such as” language was retained, I liked the way some committees adopted clarifying language that “including” refers to items that must be present while “such as” means representative examples. I recommend that this statement should be included at every grade level.</p>

<p>examples are not specific requirements, I believe that use of “for example” might make clearer that the names are provided as suggestions for the kinds of people and events to be considered in that item but that teachers and publishers are free to look more broadly.</p> <p>Occasionally the term “selected” is used in conjunction with “such as.” This combination may lead to even more conclusion regarding the weight of the examples as the term “selected” is restrictive in nature. I would recommend deleting it where it appears unless coupled with the intentionally restrictive term “including.”</p> <p>Also, the “may include” examples often found in many paragraphs (2) of (a) sections seem arbitrary and leave me wondering what purpose they actually serve. It seems to me that given the large number of examples provided in section (b) of each TEK that these lonely examples are given a singular importance that the previous drafters may not have intended.</p>	
(5) See below specific comments.	
(6) The range of subject matter and the increasing level of critical thinking with regard to the material appear appropriate for each grade level.	Some of the committees indicated concern with the grade appropriate nature of some material. I concur with the work of the committees in this area.
(7) Mostly. See below specific comments.	
(8) The social studies skills appear to be appropriately presented.	The refining of social studies skills, particularly in an effort to address college readiness standards strengthen skill learning. Properly supported, the effective teaching of these TEKS should better prepare students for college-level work in U.S. history and government.
(9) Mostly. I think there could be some improvement in presenting a broader range of examples of the geographic, cultural, and ethnic components of our state and national heritage (see below specific comments).	Improved. See specific comments below for areas that should receive further consideration.
10) The TEKS clearly emphasize the promotion of good citizenship and an appreciation for American values. To the degree that some of the items present the “benefits of the free enterprise system” from an ideological	Improved. See specific comments below.

perspective, I would say this guideline is in contradiction with guideline (1) (see below specific comments).	
11) See below specific comments.	
12) It appears to do so.	

TEK #	Language	Original Comment	Comment on Committee Work
113.2 Intro.			I like the clarification in the language , especially in paragraph 3 with regard to distinctions between “including” and “such as.” I recommend similar language be added to all grade levels.
113.2 (11.A)	Identify personal attributes common to all people such as physical characteristics	This is not “cultural.” <u>Recommendation:</u> Identify attributes common to all people, for example kinship, laws, religion	Good revision
113.2 (11.B)	Identify differences among people	This item is vague. <u>Recommendation:</u> Identify ways in which different people behave as groups, for example dress, food, and music	No change was made. I still say that “differences” here is vague and could use the same kind of guidance for teachers that 11.A got.
113.3 (1.B)	Identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness	Both individuals represent technology innovators; replacing one with someone with a different background would strengthen the core concept. George Washington Carver, as a proponent of self-help and applying science to farming, represented a fusion of individualism and inventiveness. His example also helps reinforce 113.4 (1.C) since he was influential at all levels. <u>Recommendation:</u> Identify historic figures, for instance George Washington Carver and Thomas Edison, who have exhibited a love of individualism and inventiveness.	(Now 2.B) The change made to this item still does not address individualism. I recommend further thinking on how to capture these traits in appropriate examples.
113.3 (13.D)	Explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Love is a complex emotion and an often confusing one, particularly at such a young age. This might be a good place to introduce the concept of the ideal, which is a societal commitment rather than an individual relationship. <u>Recommendation:</u> Explain how customs, symbols, and celebrations, reflect the American ideals of individualism, inventiveness, and freedom.	(Now 14.E) Good rephrasing.
113.4 Intro			O.k. changes, but would like to see the language from grades K-1

			added regarding “including” and “such as.”
113.4 (1.A)	Explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving	Independence Day was already used 113.4 (2.A). Since the expectation calls for “community and state” and since all three holidays given as examples are national, substitution of the one already introduced in the first grade would be appropriate. <u>Recommendation:</u> Explain the significance of various community, state, and national celebrations, for instance Memorial Day, Texas Independence Day, and Thanksgiving.	This item was left out of the copy of the committee work that I received, so I cannot comment.
113.4 (2.D)	Describe and measure calendar time by days, weeks, months, and years	In and of itself the measure of the passage of time is not historical in nature. Without the addition of historical content, this expectation is not social studies appropriate. Given that 2.B and 2.C actually deal with the use of time measurement in historical context, I recommend elimination of this expectation.	Good reorganization of this expectation.
113.4 (4.A)	Identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation	I suggest the addition of a well known and respected Latino figure who made a different type of contribution to the two individuals presented as examples. <u>Recommendation:</u> Identify contributions of historical figures, for example Henrietta King, Cesar Chavez, and Thurgood Marshall, who have influenced the community, state, and nation	Good rephrasing of the expectation and good examples.
113.4 (8.B)			I have to point out that coal mining alters the environment much more than oil drilling.
113.4 (13.B)	Identify historical figures such as Florence Nightingale, Paul Revere and Sojourner Truth who have exemplified good citizenship	I would suggest adding another example, from the state level who demonstrated a commitment to Texas citizenship throughout his life. <u>Recommendation:</u> Identify historical figures, for instance José Antonio Navarro, Florence Nightingale, Paul Revere and Sojourner Truth, who have exemplified good citizenship	I’m glad someone caught the fact that Florence Nightingale was not a U.S. citizen. I think this expectation could use further thought, but I like the additional item re. public service.
113.4 (14.C)	Explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Same concern as expressed above at 113.3 (13.D). Propose the same change of language.	Good rephrasing.
113.5 (1)			It would be helpful if a clear, if concise, definition of community

			were presented here. It would help clarify why Benjamin Franklin is being presented as an example of someone who helped shape communities in the same group with L'Enfant.
113.5 (1.C)	Describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.	The definition of community here is in question, particularly with regard to a 3 rd grader's possible understanding of the term. While Christopher Columbus can be explained as someone whose explorations contributed to the settlement of the Americas, and Lewis and Clark can likewise be explained as individuals whose explorations eventually led to settlement in the western U.S., neither example provides a clear-cut example of what the expectation intends. <u>Recommendation</u> : Describe how individuals, for instance Juan de Oñate and Brigham Young have contributed to the expansion of existing communities or to the creation of new communities. Oñate led the Spanish expedition that settled New Mexico including the founding of Santa Fe, New Mexico. Brigham Young was responsible for the settlement of Utah.	A clearer definition above would help make clear why the founding fathers are grouped with Oñate, although I like the reworking of this item.
113.5 (7.C)			The reworking of this expectation is generally a good idea, but I would recommend reconsideration of the language in this item. As written, it creates a circular argument where the free market is explained by the free market. Recommendation: explain the concept of a free market as it relates to the U.S. economic system.
113.5 (11.C)			Same examples are given at 14.B. How about teachers and election volunteers?
113.5 (12)			If both "democratic" and "republic" are going to modify "society," they should both do so as adjectives. Recommendation: "communities in a democratic republican society"
113.5 (13.D)	Identify how selected fictional characters such as Robinson Crusoe created new	Again, I have to question how community is being defined that Robinson Crusoe can be used as a	Good reworking of the entire expectation.

	communities	fictional example of a community creator. I don't have a fix for this particular problem, but I do not believe the example adequately reflects the goal of the expectation.	
113.6 (a.1)	Students examine the history of Texas from the early beginnings to the present within the context of the Western Hemisphere...	The term "Western Hemisphere" is used in a number of places in this section, sometimes ambiguously. Here for instance, did the drafters mean "Western Civilization"? This would seem to be the case, as the modern settlement of Texas (as opposed to the Indian settlement of the region) was carried out by representative of Civilization.	Good rephrasing of the language to meet my concerns regarding Western Hemisphere.
113.6 (a.1)	Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas.	Again, "Western Hemisphere" is a problem, as the extremely restrictive phrase "establishment of Spanish missions." Also, the identification of Mexican government with the Spanish colonial order misrepresents the history of Texas. In what is now South Texas, the region settled under the direction of José Escandón, the main mechanism of settlement was towns and ranches, not missions. When Mexico became independent in 1821, it freed itself from Spanish colonial rule. Texas was an integral part of the new nation, not a colony of it. To refer to Mexican government as colonial is therefore erroneous. <u>Recommendation:</u> Students compare how early Native Americans in Texas and elsewhere in North America met their basic economic needs and identify the economic motivations for European exploration and colonization and reasons for the establishment of Spanish settlements. Students explain how Native Americans governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas.	I like the way the committee decoupled Mexican from colonial.
113.6 (1)	"Western Hemisphere"	Replace with "North America" throughout this KS.	I believe this was done.
113.6 (2.B)	Identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and Rene Robert Cavelier, Sieur de la Salle and explain their impact on the	Christopher Columbus is not directly germane to Texas exploration and settlement. Also, settlement of Texas by the Spanish is not reflected in the examples. The first Spanish occupation of Texas took place as a result of the explorations of Capt.	Rephrasing is acceptable, although I would still recommend the addition of at least José de Escandón as an example.

	settlement of Texas	Alonso de León and Fray Damián Massanet, who conducted expeditions in search of La Salle. The settlement of South Texas, also as mentioned above, began under the direction of José Escandón. <u>Recommendation:</u> Identify the accomplishments of significant explorers, for instance Alvar Núñez Cabeza de Vaca, Francisco Coronado, Rene Robert Cavelier, Sieur de la Salle, Fr. Damián Massanet, José Escandón, and explain their impact on the settlement of Texas	
113.6 (2.C)	Explain when, where, and why the Spanish established Catholic missions in Texas	As mentioned above, Spanish settlement was much more than just missions, although the missions represented the distinctive Spanish practice of incorporating Indians into the settlement process. <u>Recommendation:</u> Explain when, where, and why the Spanish established settlements in Texas and the variety of Native American responses to Spanish colonization	The committee made no change to this item, which deserves further consideration. The Spanish did not establish just missions, nor was the impact merely one related to the conversion of Indians to Christianity.
113.6 (2.D&E)		Although Moses Austin visited Texas before Mexican independence, the empresario period did not begin until afterwards. Stephen F. Austin, Martín de León, Green DeWitt, and the other empresarios all obtained their contracts from either the Mexican national government or the state government. In the interest of chronological clarity, it would be best if the order of expectations D and E were reversed, so that the impact of Mexico's independence from Spain on events in Texas comes first.	The committee rephrased the items, but did not address my main concerns that (a) Moses Austin was not an empresario, since he died before he could make a final agreement with the Mexican government and (b) that the discussion of Mexico's independence should come before a discussion of the empresario system.
113.6 (2.D)	[as changed according to above comment] Identify the impact of Mexico's independence from Spain on the events in Texas	The Mexican War of Independence was a decade-long struggle in which Texas played a not insignificant role. Understanding what happened in Texas during that time is vital to understanding why local and national Mexican authorities welcomed Anglo-American immigration. <u>Recommendation:</u> Identify Texas's role in the Mexican War of Independence and the war's impact on the development of Texas	The committee chose to focus on the Mexican period, even when addressing a background event, Mexican independence. I believe that the struggle for Mexican independence in Texas was of great significance in shaping events during the Mexican period. Perhaps an additional item with the language I propose to the left should be considered.
113.6 (3.B)	Describe the successes and problems of the Republic of Texas	Given the extensive use of examples elsewhere, it seems to me that this would be a good place to introduce	(Now 3.D) Good rephrasing.

		<p>an example that would remind users that relations with Indians remained an important aspect of life in Texas during the Republic period.</p> <p><u>Recommendation:</u> Describe the successes and problems of the Republic of Texas, for example shifting policies toward Native Americans</p>	
113.6 (3.E)	Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones	<p>There is nothing wrong with this expectation or the importance of the cited individuals. I would suggest, however, that a representative of the native Texan community, José Antonio Navarro, deserves mention. He was not only a signer of the Texas Declaration of Independence, but was one Lamar's ambassadors on the Santa Fe Expedition, spent more than two years in jail in Mexico City as a result, and managed to return to Texas in time to participate in the annexation and constitutional conventions. <u>Recommendation:</u> Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, José Antonio Navarro, and Anson Jones</p>	Good reworking of this item (now 3.C) and of the other items in this expectation to provide a more representative sampling of the breadth of participation.
113.6 (4.B)	Explain the growth and development of the cattle and oil industries	<p>The oil industry in Texas is really a 20th century phenomenon, beginning with Spindletop. A more appropriate discussion would be cattle and agriculture, which continued to be the mainstays of the Texas economy well into the new century.</p> <p><u>Recommendation:</u> Explain the expansion and economic importance of the cattle and agricultural industries</p>	Good reworking as far as separating the oil industry from the cattle industry. However, I have to insist that the oil industry is a 20 th century phenomenon and not a nineteenth century one. The oil industry is what changed the industrial and urban landscapes of Texas, and even Spindletop took place in 1901.
113.6 (5)		<p>This is the item in which the oil and gas industry and Texas's importance to the nation should be tackled. The expectations have been restructured to reflect my priorities.</p>	As I mention above, this expectation should contain the oil industry as a discreet item. The reworking of the expectation does improve it in some ways, although further consideration over how to incorporate the oil industry into it should take place.
113.6 (5.A)	Identify the impact of various issues and events on life in Texas such as urbanization, use of oil and gas, and the growth of aerospace and other technology industries	<p><u>Recommendation:</u> Explain the economic diversification of 20th century Texas, for example the oil and gas industry and aerospace industries</p>	See above comment.

113.6 (5.new)		<u>Recommendation</u> : Analyze the impact of industrialization in Texas and its impact on the nation, for example urbanization and transportation	See comment at 113.6 (5).
113.6 (7.A)	Describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity	Again, the use of Western Hemisphere is misleading. The importance of Texas to both the rest of the United States and to Mexico, is the intention, and Mexico is still part of North America. <u>Recommendation</u> : Describe a variety of socio-economic regions in Texas, for example political, demographic, and economic, that result from human activity	Not the way I would deal with it, but acceptable reworking.
113.6 (7.B)	Describe a variety of regions in Texas and the Western Hemisphere such as landform, climate, and vegetation regions that result from physical characteristics	Same as above with regard to the use of Western Hemisphere. Also, the language here could be made clearer by referring to ecological regions. <u>Recommendation</u> : Describe a variety of ecological regions in Texas and North America, for example landform, climate, and vegetation, result from physical and environmental characteristics	Good reworking.
113.6 (8.C)	Describe the location of cities in Texas and explain their distribution, past and present	If you read expectations A, B, and D carefully, you will note that C is redundant, since settlement includes towns and cities. <u>Recommendation</u> : eliminate.	Good reworking.
113.6 (9.A)	Describe the ways people have adapted to and modified the environment in Texas, past and present	A couple of examples here would help clarify that the intent is economic development. <u>Recommendation</u> : describe the ways people have adapted to and modified the environment of Texas, past and present, for example by clearing forests for farming and building dams for flood control and energy production	Good reworking.
113.6 (11.A&B)		Shouldn't the action in these explanations be "explain"? Motivations require explanation since they involved complex factors.	I still believe that motivations should be explained rather than just identified.
113.6 (13.A)			Although the effort to provide examples is a good idea in order to clarify the intent of the item, the examples are too limited. In the past, including up through part of the nineteenth century, some people did not participate in the market to provide goods and services. Rather, they lived in

			a subsistence economy in which most production took place in an effort to provide for the immediate needs of the family. So, earning a living should also include subsistence agriculture and hunting and gathering (foraging). Actually, children would be grasp the concept of the market economy if it was compared to what came before.
113.6 (15.B)	Identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas	As mentioned above at 113.6 (a.1), after Mexico gained its independence, its government was no longer colonial. Texas was an integral part of the Mexican nation and had political representation at both the state and national levels. <u>Recommendation</u> : Identify the characteristics of Spanish colonial rule and Mexican national and state governments and their influence on the inhabitants of Texas	Good rephrasing.
113.6 (16.A)	Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco	Given the fact that the Treaty of Velasco was a dead letter, since it was signed with a prisoner of war and the Mexican government refused to ratify the document or even accept that Santa Anna could in any way negotiate with the Texans, a much better selection is possible. There is, for instance, the treaty signed between the German settlers and the Comanches, which brought peace to the German Hill country. <u>Recommendation</u> : Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Meusebach-Comanche Treaty	Good reworking.
113.6 (20.C)	Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas	The term “contribution” tends to be restrictive. It often focuses on marginal or tangential aspects of a group’s place in society. The term “role,” on the other hand, emphasizes a significant place in society. <u>Recommendation</u> : Summarize the roles of people of various racial, ethnic, and religious groups in the development of Texas.	Well, I still have a problem with the use of “contribution” for groups, so I would like some further consideration of the phrasing in this item.
113.7 (Intro)			I do not understand why 1565 was chosen as the starting point for this curriculum. First, nothing is said about that date in the

			expectations and, second, it excludes North American exploration and initial contacts between Europeans and the aboriginal peoples. The rest of the reworking is effective, although I would add the language from K and 1 regarding definitions of “including” and “such as.”
113.7 (1.B)	Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams	As paragraph 1 of the introduction to the grade 5 TEKS points out, students are to be learning “about a variety of regions in the United States.” The examples provided in this expectation all focus on the English colonial experience. I suggest that examples from the Spanish and French colonial experiences be included. <u>Recommendation:</u> Describe the accomplishments of significant colonial leaders, for example Anne Hutchinson, William Penn, John Smith, Roger Williams, Junípero Serra, and Rene Robert Cavalier, Sieur de La Salle	The committee reworked this item and changed “such as” to “including” but maintained a narrow geographic focus that does not represent the intent of the expectation as written. The revised expectation reads “The student understands the causes and effects of European colonization in the United states beginning in 1565.” This item, as reworded reads: “describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.” The set of included individuals all represent the English colonial experience, to which neither the expectation or the item limits the examples. Perhaps a solution is an additional item C, which would cover the other European colonial experiences, including the Dutch, French, and Spanish portions of what is today the United States.
113.7 (2.A)	Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington	Since this expectation actually calls for studying specific individuals, I would recommend the addition of two other critical contributors. <u>Recommendation:</u> Identify the contributions of significant individuals during the revolutionary period, including Thomas Jefferson and George Washington, Samuel Adams, and Benjamin Franklin	The committee made a good rephrasing and reworking of this item, although I would point out that I mentioned Samuel Adams, not John Adams in my original comment. Although John Adams was certainly one of the Founding Fathers, Samuel Adams made a critical early contribution to the philosophy of American republicanism upon which the revolution was fought and the country founded.
113.7 (2.B)	Analyze the causes and effects of events prior to and during the American Revolution such	Actually, in giving examples of events contributing to the onset of the revolution, it might be better to	Good reworking, especially in introducing the French and Indian War as a major

	as the Boston Tea Party	provide some guidance on looking back at earlier precursor events. <u>Recommendation:</u> Analyze the causes and effects of events prior to and during the American Revolution, for example the Proclamation of 1763, the Boston Tea Party, and Valley Forge	precipitating factor in the development of the revolutionary movement. Given the continued use in this item of the phrase “during the American Revolution,” that one or two examples such as Valley Forge and Yorktown might be useful.
113.7 (2.new)		I would argue that understanding the role of the Bill of Rights in the acceptance of the Constitution is critical to rounding out an understanding of the early history of the country’s political life. <u>Recommendation:</u> Explain the importance of the first ten amendments, the Bill of Rights, in the ratification process for the Constitution	The committee addressed this concern in 113.7 (3) with a good reworking of the items.
113.7 (4.G)	Identify the challenges, opportunities, and contributions of people from selected Native American and immigrant groups	As above at 113.6 (20.C), “contributions” should be replaced with “roles.” Also, selected is an unnecessary qualifier, since it begs the questions of who makes the selection. <u>Recommendation:</u> Identify the challenges, opportunities, and roles of Native Americans and immigrant groups in American society	Although the committee modified the language here to be more inclusive, I still have difficulty with the term “contribution” in relation to groups.
113.7 (5.B)	Identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics	I don’t think it would hurt to provide at least one example of a Latino national figure among this list of prominent Americans. <u>Recommendation:</u> Identify the accomplishments of notable individuals, for instance Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chávez, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women’s rights, workers’ rights, military actions, and politics	Good reworking, especially in diversifying the set of examples.
113.7 (7.A)	Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity	Clarification. <u>Recommendation:</u> Describe a variety of political, demographic, and economic regions in the United States that result from human activity	A rewording in the expectation helps, but I still believe the language here could be made clearer.
113.7 (7.B)	Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result	The language here could be made clearer by referring to ecological regions. <u>Recommendation:</u> Describe a variety of environmental regions in	See above comment.

	from physical characteristics	Texas and North America composed of, for example landform, climate, and vegetation	
113.7 (8.C)	Describe the location of cities in the United States and explain their distribution, past and present	If you read expectations A, B, and D carefully, you will note that C is redundant, since settlement includes towns and cities. <u>Recommendation</u> : eliminate.	Committee fixed this issue in the reworking of the items for the expectation.
113.7 (9.A)	Describe the ways people have adapted to and modified the environment in the United States, past and present	A couple of examples here would help clarify that the intent is economic development. <u>Recommendation</u> : describe the ways people have adapted to and modified the environment of the United States, past and present, for example by clearing forests for farming and building canals for transportation and large-scale irrigation	The committee substantially reworked this expectation by removing one of the items (B). However, my concern that there are no examples remains.
113.7 (16.new)		The Bill of Rights is separate from the Constitution itself in that it is the first ten amendments. Above at 113.7 (2.C) I argued for a separate expectation dealing with the Bill of Rights in a historical context. I would recommend moving 113.7 (21.A) here since it calls for an understanding of why the Bill of Rights came into being rather than how it affects Americans as citizens today. I will propose an alternative for the language in 113.7 (21.A). <u>Recommendation</u> : Summarize the reasons for the creation of the Bill of Rights	The committee did a major reworking of the Government expectations to provide clarity and resolve most of my concerns.
113.7 (revised 16)			I would argue that the expectation should read “The student understands the framework of government created by the U.S. Constitution <u>in</u> 1787.” The use of “of 1787” can create the false impression that we have had more than one constitution.
113.7 revised 18)			Just to be clear, I am in agreement with the changes made here given the committee’s efforts to make this expectation civics oriented rather than historically oriented. The examples were moved to appropriate places elsewhere in the curriculum.
113.7 (21.A)	Summarize the reasons for the creation of the Bill of Rights	As noted immediately above, the creation of the Bill of Rights was a	This item was eliminated by the committee in the process of

		historical process and belongs in a TS addressing the formation of government. Here, the question is how the Bill of Rights and Constitution affect students as citizens. <u>Recommendation</u> : Analyze how the rights enumerated in the Bill of Rights contribute to the basic individual freedoms of all Americans	reworking expectations on government. My comment here is no longer applicable.
113.7 (24.A)	Describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan	I would argue that Neil Armstrong, although a famous and notable American, was neither an inventor nor a scientist; at best he might be considered an engineer. I would recommend his replacement in this particular list. <u>Recommendation</u> : Describe the contributions of famous inventors and scientists, for instance John Fulton, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan	Good reworking of examples.
113.7 (24.D)	Analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers	I would argue that the internal combustion engine has had a much more profound impact on the environment than air conditioning. <u>Recommendation</u> : Analyze environmental changes brought about by scientific discoveries and technological innovations, for instance the internal combustion engine and fertilizers	The committee eliminated this item.
113.22 (1.A)	Describe the characteristics of selected contemporary societies, such as Bosnia and Northern Ireland that resulted from historical events or factors such as invasion, conquest, colonization, immigration, and trade	The two examples provided are both from Europe. For the sake of diversity, since this grade level is supposed to look at the world, I suggest replacing Northern Ireland. <u>Recommendation</u> : Describe the characteristics of selected contemporary societies, for example Bosnia and Tibet, that resulted from historical events or factors, for instance invasion, conquest, colonization, immigration, and trade	Committee used different examples, but addressed my concern.
113.22 (various)			I would like to point out that the committee made a number of good changes to the existing curriculum, including at expectations 3 and 8 that increase the focus of what students should be learning.
113.22 (12.D)	Compare how governments function in selected world	I would recommend replacing a couple of the examples so that	Good reworking of this expectation and items.

	societies such as China, Germany, India, and Russia	contemporary monarchical and totalitarian systems and a broader world framework can be brought into the picture. <u>Recommendation:</u> Compare how governments function in selected world societies, for example China, Germany, Thailand, and Cuba	
113.22 (15.D)	Identify and explain examples of conflict and cooperation between and among cultures within selected societies such as Belgium, Canada, and Rwanda	I would suggest that examples of religious and racially charged societies also be included. <u>Recommendation:</u> Identify and explain examples of conflict and cooperation between and among cultures within selected societies, for instance Belgium, Canada, Rwanda, Indonesia, and Peru	Changes to this item are part of an extensive good reworking the expectation and other items.
113.23 (a.1)	Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of mission building, colonization, revolution, republic, and statehood.	As mentioned in my discussion of the 4 th grade TEKS, the ideas of mission-building and Mexican colonialism misrepresent the historical periods in question. The Spanish colonial period was marked by much more than mission-building and the Mexican period was not colonial. <u>Recommendation:</u> Students examine the full scope of Texas history, including the cultures of Native Americans living in Texas prior to European exploration and the eras of Spanish colonization, Mexican rule, revolution, republic, and statehood.	The committee worked to clarify periodization in a way that more than addressed my concerns. Other changes to the introduction also increased clarity of general expectations for the 7 th grade curriculum and the addition of language clarifying the meaning of “including” and “such as” should be considered for other curricula.
113.23 (1)	The student understands traditional historical points of reference in Texas history.	Use of the term traditional here is counterproductive. In fact, the traditional points do not do justice to the full scope of Texas history. For example, 1519 is given as an example date in (C) but much more important is 1528, the date in which the first sustained and recorded European contact with Texas began when Alvar Núñez Cabeza de Vaca and his companions became shipwrecked on the Texas coast. <u>Recommendation:</u> The student understands important historical points of reference in Texas history.	Given the work of the committee in the introduction and item 1.A to recast periodization in a meanwhile way, I am perplexed by the lack of attention to the wording of this expectation. The committee moved away from “traditional historical points,” in the processing increasing the clarity and accuracy of periodization in Texas history. The committee should give further consideration to changing the language of the expectation.
113.23 (1.A)	Identify the major eras in Texas history and describe their defining characteristics	Without some guidance, this can become a rather confusing expectation. Some eras are well known and understood, for example Revolution, Republic, Civil War. In fact, should the Civil War be treated separately or together with	Although the committee did not present inclusive dates, this is a major and useful reworking of this item. See also above comment.

		Reconstruction? Others are even more problematic, particularly with regard to periodization before 1821 and post-Reconstruction. My recommendation would be that a committee be formed to come up with a standardization of periodization with related important dates (in years).	
113.23 (1.C)	Explain the significance of the following dates: 1519, 1718, 1821, 1836, 1845, and 1861	Various problems exist with this list of dates. First, the early dates are inadequate for even a summary understanding of the Spanish colonial period. Second, the importance of at least one date during the Mexican period and directly related to the Revolution is omitted. Third, there are no post-Civil War dates although this KS is general to the whole of Texas history. <u>Recommendation:</u> Explain the significance of the following dates: 1528 (Cabeza de Vaca), 1716 (Successful Spanish occupation of Texas), 1731 (founding of the first civil government in Texas at San Antonio), 1749 (settlement of the lower Rio Grande Valley begins), 1813 (first Texas declaration of independence), 1821 (Texas becomes independent of Spain as part of Mexico), 1824 (Texas united to Coahuila under the federal Constitution), 1836 (Texas independence from Mexico), 1845 (annexation to the U.S.—really should be 1846), 1861 (secession and participation in Civil War), 1876 (Constitution in effect today), 1901 (Spindletop launches Texas into 20 th century), 1969 (Texas prominent in moon landing)	Although there is some improvement, I would like to visit with the committee about expanding the dates with which students should be familiar by one or two. See my comment to the original item.
113.23 (2)	The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas	This item deserves attention for considerable restructuring and rewriting. Among the problems: it pays insufficient attention to the diversity of Spanish settlement activities in what eventually became the State of Texas. It presupposes that Texas today is synonymous with the Texas settled by Anglo-American immigrants in the 1820s and 1830s. Also, it makes more sense for item (E) to be part of 113.23 (3), since that TS deals with Revolution.	Reworking of this item moves in the right direction.

113.23 (2.B)	Identify important individuals, events, and issues related to European exploration and colonization of Texas, including the establishment of Catholic missions	While the missions certainly were an important part of the Spanish program in Texas, they do not represent the full scope of Spanish activities. Settlement by family groups, ranchers, and military men contributed to Spain's hold over the region for more than a century. <u>Recommendation:</u> Identify important events, and issues related to European exploration and Spanish settlement of Texas, for example the establishment of Catholic missions, towns, and presidios and the battle of Medina	While I like the reworking of the text of this item generally, I do not understand the use of Pineda as an example. Although his expedition has received considerable attention in the past, it was really incidental and insignificant to the course of Texas history. Much more important would be to focus on the successors to Cabeza de Vaca, Coronado and De Soto-Moscoso to accomplish the restated goal of the expectation, "Identify important individuals, events, and issues related to [the] European exploration of Texas;"
113.23 (2.C)	Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas	As I have previously stated, colonization only took place during the Spanish period. Texas was an integral part of Mexico, and its citizens voted for local, state, and federal government officials. The individuals mentioned in this expectation, as written, belong in a separate expectation that appears below. <u>Recommendation:</u> Identify the contributions of significant individuals during the Spanish colonial period, for example Fray Antonio Margil de Jesús, José Escandón, Antonio Gil Ybarbo, and Bernardo Gutiérrez de Lara	While the committee reworked the periodization of Texas history to more accurately convey the difference between the Spanish and Mexican periods, this expectation still leaves the matter rather confused. This item, now 2.C, still refers to the "Mexican colonization" of Texas. As I mentioned in my original comment (see at left), Texas was an integral part of the Mexican nation. Although the settlement efforts of Austin, DeWitt, De León, and others have been referred to as "colonies," a distinction should be drawn between this private enterprises and the colonial governmental structure of the Spanish colonial period. Consequently, this expectation, the only one addressing the Spanish colonial period and the Mexican period, give short shrift to the first 300 years of Texas history. The examples provided do provide a good selection for the Mexican period. I would like the opportunity to further address this concern with the committee.
113.23 (2.D)	Identify the impact of the Mexican federal Constitution of 1824 on events in Texas	I would recommend that there be a little more guidance on this expectation by pointing out the critical issue that the Constitution of 1824 created with regard to Texas's relationship to the rest of Mexico--its association with Coahuila.	My concern remains that not enough attention is given to the importance of the issue of Texas's union to Coahuila. I would like the opportunity to revisit this item with the committee.

		<u>Recommendation</u> : Identify the impact of the Mexican federal Constitution of 1824 on events in Texas, including the joining of Texas to neighboring Coahuila as a single state.	
113.23 (2.new)		At this point I would have a separate expectation that would cover what is in the current (2.C). This expectation needs to be modified slightly, however, to account for my previous concern regarding the term "colonization." Also, it was Erasmo Seguin, not Juan who was critical to Texas's place in the Mexican republic, as he represented Texas at the congress that drafted the Constitution of 1824. <u>Add</u> : Identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Erasmo Seguin during the Mexican period of Texas	See above comments.
113.23 (2.E)		This item really belongs in (3), since that TS treats of "individuals, events, and issues related to the Texas Revolution." <u>Recommendation</u> : move.	Change made.
113.23 (2.F)	Contrast Spanish and Anglo purposes for and methods of settlement in Texas	Well, the contrast should be between Spanish and Mexican colonization efforts, since Anglo settlement took place under the auspices and rules of the Mexican Constitution of 1824 and the laws of the State of Coahuila y Texas. <u>Recommendation</u> : Contrast settlement goals and practices in Texas under Spanish and Mexican rule	Good rephrasing.
113.23 (3.new)		Trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin	Good reworking.
113.23 (3.A)	Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis	As stated above, the participation of selected Tejanos (Texans of Mexican heritage) (Lorenzo de Zavala was not a native Texan), should be included, after all, the Tejanos were the only native-born participants in the Revolution. <u>Recommendation</u> : Explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James	Would like to have seen José Antonio Navarro or Francisco Ruiz (the only two Texas-born signers of the Texas Declaration of Independence) included in this item, but the reworking is acceptable.

		Fannin, José Antonio Navarro, Juan Seguín, Sam Houston, Antonio López de Santa Anna, and William B. Travis	
113.23 (4.A)	Identify individuals, events, and issues during the Republic of Texas and early Texas Statehood, including annexation, Sam Houston, Anson Jones, Mirabeau B. Lamar, problems of the Republic of Texas, the Texas Rangers, the Mexican War, and the Treaty of Guadalupe-Hidalgo	Given that a separate item (4.B) specifically deals with annexation, there is no need to include it in this expectation. Likewise, by adding “consequences” to item (4.B), the Mexican War and the Treaty of Guadalupe-Hidalgo can be moved to that item. Also, by creating a separate item for statehood, a clearer distinction can be made of the issues of Texas as a Republic and as a state. Such changes would allow the addition of other important issues and individuals to this item. One last note, “Texas Rangers” is an organization, not an event or issue. Including individual prominent Rangers here and below will guarantee inclusion. <u>Recommendation:</u> Identify individuals, events, and issues during the Republic of Texas, including Sam Houston, Anson Jones, Mirabeau B. Lamar, Chief Bowles, Jack “Coffee” Hays, Mary Maverick, Cordova Rebellion, Council House Fight and Linnville Raid, Santa Fe Expedition, Woll Expedition	Good reworking, although the committee took a different direction than the one I outline at left.
113.23 (4.B)	Analyze the cause of and events leading to Texas statehood	<u>Recommendation:</u> Analyze the cause and events surrounding Texas annexation, including Congressional annexation resolution, Annexation Convention, U.S.-Mexico War, Treaty of Guadalupe-Hidalgo, Compromise of 1850	Good reworking of items B and C, although the committee took a different direction than the one I outline at left.
113.23 (4.new)		<u>Recommendation:</u> Identify individuals, events, and issues during early statehood, including James Pinckney Henderson, Jane McManus Storm Cazneau, John Neighbors, John O. Meusebach, John S. Ford, Juan Cortina, Cart War, Texas Troubles, Indian reservations, land claims	I would like to visit with the committee regarding this recommendation, as there is still no item that specifically deals with issues during the early statehood period.
113.23 (6.A)	Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20 th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native	Some of the items listed in this expectation do not really fit. Cattle can be moved to expectation (6.B) since it deals with the subject directly. Cynthia Parker was recovered from the Comanches in 1860, before the period in question began. She can be replaced by her	The reworking of A and makes sense, although it does not adequately represent the breadth of changes in Texas during the last part of the nineteenth century, as I indicate in my comments. I do not understand the distinction between the new

	Americans, the development of the cattle industry from its Spanish beginnings, the myth and realities of the cowboy way of life, the effects of the growth of railroads, the buffalo soldiers, James Hogg, Cynthia Parker, and Spindletop	son Quanah Parker, last of the Quahadi Comanche chiefs. Lastly, as I mentioned at the 4 th grade level, Spindletop really belongs to the 20 th century and should be treated in a separate expectation. <u>Recommendation:</u> Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20 th century, including James Hogg, Quanah Parker, Norris Wright Cuney, Elizabet Ney, Catarino Garza, the effects of the growth of railroads, the effects of new technologies on Texas agriculture, lynching, European immigration	A and the added C except for different examples. None of the examples in either item address my concern that some coverage of South Texas be included.
113.23 (6.B)	Explain the political, economic, and social impact of the cattle and oil industries and the development of West Texas resulting from the close of the frontier	This expectation should contain the items deleted from the preceding one, as the more logical place to discuss issues related with the westward expansion of the frontier. The oil industry, as with Spindletop, should be reserved for the 20 th century. <u>Recommendation:</u> Explain the political, economic, and social impact of the cattle industry and the development of West Texas through the beginning of the 20 th century, including the evolution of the cattle industry from its Spanish beginnings, the Red River Wars and the end of independent Native American life in Texas, the role of buffalo soldiers in making the frontier safe, and the use of public lands to fund universities and the state capitol.	Now item D. My concern remains the same. Oil is a 20 th century topic and the periodization the committee chose to adopt in the introduction and expectation 1. I would like to discuss this issue with the committee. I do like how the committee separated out some of my examples and moved them elsewhere in this expectation, but overall it needs more consideration.
113.23 (7.new)		The oil and gas industry should come in for specific attention in this TS. <u>Recommendation:</u> Explain the political, economic, and social impact of the oil and gas industry in Texas beginning with Spindletop	See comment above.
113.23 (7.A)	Define the impact of “boom and bust” and trace the boom-and-bust cycle of leading Texas industries throughout the 20 th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking	A rewording is in order, as “define the impact” is awkward and confusing phrasing. Also, cotton is farmed, so it is redundant to include both cotton and farming. <u>Recommendation:</u> Define “boom and bust” as a historical term and trace the impact of boom-and-bust cycles in leading Texas industries throughout the 20 th century, including farming, oil and gas, cattle	The committee should give further consideration to the language here. As I mentioned at left, boom and bust is a way of explaining economic cycles, it is not a thing in itself. Boom and busts are effects, they don’t have an effect.

		ranching, real estate, and banking	
113.23 (7.C)	Trace the civil rights and equal rights movements of various groups in Texas in the 20 th century and identify key leaders in these movements, including James Farmer, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson	Although James Farmer was an accomplished leader with the African American community, his contributions were not specifically within the realm of civil rights. Lulu Belle White, on the other hand, was a major figure in both the Texas and nation NAACP. <u>Recommendation:</u> trace the civil rights and equal rights movements of various groups in Texas in the 20 th century and identify key figures in these movements, including Lulu Belle White, Hector P. García, Oveta Culp Hobby, and Lyndon B. Johnson	I would like the committee to give further thought to the inclusion of James Farmer as an example. He was not a civil rights leader whereas Lulu Bell White was.
113.23 (8.new)		Surprising that there is no expectation that students be able to trace the evolution of the political boundaries of Texas over time. Texas is composed of the Spanish colonial province of Texas as well as parts of the neighboring provinces of Nuevo Santander, Coahuila, Chihuahua, and New Mexico. In addition, Texas lost territory on its eastern border with Louisiana in the Adams-Onís Treaty of 1819. <u>Recommendation:</u> Create maps detailing the evolution of the political boundaries of Texas from 18 th through the mid-19 th centuries	The committee rephrasing of the items in the expectation do not address my concern regarding the boundaries of Texas prior to the 19 th century. I would like to discuss with the committee the importance of a clear understanding of the underlying political geography of Texas.
113.23 (14.new)		The evolution of the Texas Constitution, from 1827 to 1876 is worthy of study by students. The Constitution of Coahuila and Texas, based on the principles of the Mexican federal constitution of 1824, is a good place to allow students to start seeing the evolution of political principles over time. The Texas constitutions of 1836, 1845, 1861, 1866, 1869, and 1876 are all products of specific political and social circumstances and their study will give students a better understanding of why Texas operates under such a restrictive document today. <u>Recommendation:</u> Explain and analyze the evolution of Texas constitutions from 1827 to 1876	I concede that the committee is interested in government rather than history in this expectation, but I think some consideration to be given to the constitutional evolution of Texas by seeing how each constitution reflected its time.
113.23 (19.C)			The committee transformed what had originally been a language-related item to a cultural one. Consequently, I recommend that

			the term “Spanish” be replaced with “Hispanic,” since some of the characteristics present in the item as revised deal with cultural traits that are not just Spanish but also Mexican. “Hispanic” is the more inclusive term.
113.23 (20.B)	Identify Texas leaders in science and technology such as Roy Bedichek, Walter Cunningham, Michael DeBakey, and C.M. “Dad” Joiner	Some of the representative examples are not appropriate to the language of the TS “leaders in science and technology.” <u>Recommendation:</u> Identify Texas leaders in science and technology, for instance Michael DeBakey, C.M. “Dad” Joiner, Marion Hubert, and Wiley Post	The addition of Brooks, Hughes, and Dell are acceptable, but I maintain that Roy Bedichek was neither a scientist nor a technologist.
113.24 (1.C)	Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865	U.S. history is more than just the history of the English colonies. Texas, New Mexico, and Florida, have a colonial experience that predates Jamestown. Other seminal events in American are also excluded from the list in this expectation although reference is made in subsequent expectations. <u>Recommendation:</u> Explain the significance of the following dates: 1565 (first European settlement in present-day U.S., see 2.A), 1607, 1763 (Proclamation following end of 7 Years’ War launches revolutionary era—see 4.A), 1776, 1787, 1803, 1812 (Consolidation of American nation, see 5.D), 1820 (Compromise establishing separation of free and slave states, see 7.D), 1850 (Comprise that provokes the sectional crisis leading to the Civil War, see 7.D), 1861-1865	The only change made to this item was the addition of 1620. I would like an opportunity to discuss with the committee the need for broadening the perspective of this item. See comment to the left.
113.24 (2.B)	Compare political, economic, and social reasons for establishment of the 13 colonies	Some of the same concerns as above. There were other European colonies in what is now the U.S. Suggest a slight wording change to emphasize English aspect of this expectation. <u>Recommendation:</u> Compare political, economic, and social reasons for establishment of the 13 English colonies	No change made, but I think some further consideration of the phrasing of this item should take place.
113.24 (4.B)			I would like to stress how good the reworking of this item is. The expansion of examples provides better understanding of the breadth of inclusion in the American revolutionary movement.

113.24 (5.G)	Analyze federal and state Indian policies and the removal and resettlement of Cherokee Indians during the Jacksonian era	This expectation is too restrictive. The nation's issues with the Indian population (by the way, up to this expectation American Indians have been consistently referred to as Native Americans), predated the Jackson administration and even during that period included more than just the Cherokees. <u>Recommendation:</u> Analyze federal and state Indian politics, including the Jackson administration Removal Policy and the establishment of the first reservations	Good rephrasing and reworking.
113.24 (6.C)	Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation	The Louisiana Purchase is such a seminal event in the westward expansion of the nation that it should be emphasized in this expectation. <u>Recommendation:</u> Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation, including the role of the Louisiana Purchase	I would like an opportunity to stress to the committee the importance of including a specific mention of the Louisiana Purchase in this item.
113.24 (6.E)	Identify areas that were acquired to form the United States	With slight modification, this expectation can allow for a discussion of how existing Euro-American populations were incorporated into the U.S., both in the Louisiana Purchase and the Mexican Cession. <u>Recommendation:</u> Identify areas that were acquired to form the United States and explain how the existing non-American populations were incorporated into the nation	See comments at left.
113.24 (7.B)	Compare the effects of political, economic, and social factors on slaves and free blacks	Nowhere in this TS is there a direct address of the abolitionist movement, and this expectation is the best suited to deal with the issue. <u>Recommendation:</u> Compare the effects of political, economic, and social factors, including the abolitionist movement, on slaves and free blacks	See comment at left.
113.24 (9.new)		This TS calls for a discussion of social life of the nation during Reconstruction, yet there is nothing on the freedmen. <u>Recommendation:</u> Explain the political, economic, and social conditions of the freemen following emancipation	Good addition in item 9.D, but comment at left unaddressed.
113.24 (11.A)	Locate places and regions of importance in the United States	Since grade 8 is about American history to 1877, I do not understand	See comment at left.

	during the 18 th and 19 th centuries	why this expectation limits itself to the 18 th and 19 th centuries. What about important places having to do with the exploration and early European settlement of North America? <u>Recommendation</u> : Locate places and regions of importance in the United States during the 16 th to 19 th centuries	
113.24 (12)	The student understands the physical characteristics of the United States during the 18 th and 19 th centuries and how humans adapted to and modified the environment.	I do not understand the chronological-spatial limitation here. In terms of physiography the region is North America, and the time period is understandable by time of settlement—only an end date is required—since Indian modification should be treated along with European. <u>Recommendation</u> : The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19 th century	See comment at left.
113.24 (12.A)	Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18 th and 19 th centuries	This expectation should be broadened in alignment with the above suggestion. In this particular recommendation, comparing the activities of the native population and the variety of activities depending on environment of the various European powers would be beneficial to students. <u>Recommendation</u> : Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in North American during the 16 th to 19 th centuries	See comment at left.
113.24 (18.B)	Describe historical conflicts arising over the issue of states' rights, including the Nullification Crisis and the Civil War	As written, this expectation is history more than government. <u>Recommendation</u> : Explain the constitutional issues arising from the principle of states' rights, including the Nullification Crisis and the Civil War	See comment at left.
113.24 (24.E)	Identify the political, social, and economic contributions of women to American society	I have made a similar argument above. Individuals make contributions, but groups play roles. Even the cult of true womanhood emphasized women as having a critical role to play in the education and socialization of children. I understand that it might be considered a matter of semantics,	See comment at left.

		but “role” is a more inclusive way of discussing the place of women and minorities in society. <u>Recommendation</u> : identify the political, social, and economic roles of women in American society	
113.24 (26.B)	Describe religious influences on immigration and social movements, including the impact of the first and second Great Awakenings	The language in this expectation is confusing. Is it meant to ask about the religious motivations for people to immigrate to the United States or the treatment of immigrants based on their religious beliefs?	Good rephrasing to clarify meaning.
113.32 (1.C)	Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957	The included dates are fine, but they leave out the second half of the 20 th century and the start of the new one. <u>Recommendation</u> : Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957, 1963 [Kennedy assassination], 1969 [Moon landing], 2001 [9/11, which is in fact a historical date, even though of recent vintage]	Good range of dates, although would like to see 1969 for the moon landing instead of 1968.
113.32 (3.A)	Explain why significant events and individuals, including the Spanish- American War, U.S. expansionism, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt moved the United States into the position of world power	I would add two other events to the list of required references for this expectation. The construction of the Panama Canal was a direct consequence of the need by the United States not only to move bulk goods more efficiently between the East and West coasts, it was also necessary for the United States to be able to project its naval power effectively. Also, U.S. expansionism is vague (and not really an event) and should be replaced with specific examples. <u>Recommendation</u> : Explain why significant events and individuals, including the Spanish-American War, construction of the Panama Canal, acquisition of Hawaii, Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt moved the United States into the position of world power	Still think the rephrasing is a bit vague, but it is better. Good reworking of entire expectation.
113.32 (7.B)	Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.	This expectation can easily made more inclusive and useful for comparison purposes with a slight word change. <u>Recommendation</u> : Identify significant civil rights leaders, including Martin Luther King, Jr., Hector García, and Betty Friedan	Good reworking, although different from what I proposed.
113.32 (7.new)		Expectation (D) does not really do	Taken care of in revised C.

		<p>justice to the need to explain the influence of the CRM on American society in the mid-20th century and beyond. The CRM invigorated not just African Americans but also Mexican Americans (Chicano Movement), women (NOW), American Indians (AIM), and merit inclusion as a separate expectation.</p> <p><u>Recommendation:</u> Identify minority rights movement spawned from the Civil Rights Movement, for example the National Organization for Women, the American Indian Movement, and the Chicano Movement</p>	
113.32 (10.B)			<p>I don't understand the need to distinguish between "conservative" and "liberal" advocacy organizations. In fact, there are important national advocacy organizations that are neither conservative nor liberal. This item could just as simply include both. <u>Recommendation:</u> Identify significant advocacy organizations and individuals, such as Newt Gingrich, Phyllis Schlafly, Jesse Jackson, the Moral Majority, Planned Parenthood, and the Sierra Club.</p>
113.32 (13.D)	Evaluate the effectiveness of New Deal measures in ending the Great Depression	<p>Recent scholarship has made it clear that the tradition view of New Deal policies as simply an effort to end the Great Depression is inadequate. Although some policies were instituted to fight the Depression, others were efforts to reform institutions and practices more in line with the work of the Theodore Roosevelt administration.</p> <p><u>Recommendation:</u> Evaluate the impact of New Deal measures on the American economy</p>	<p>Good reworking of the original item, and for all of the expectation.</p>
113.32 (16.B)	Evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices, on the relationship among the legislative, executive, and judicial branches of government	<p>I would recommend broadening the examples to include a more contemporary effort to expand executive power. <u>Recommendation:</u> Evaluate the impact of events, including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices and George W. Bush's expanded use of signing statements, on the relationship among the legislative,</p>	<p>Good reworking of this item, although the committee went in a slightly different direction.</p>

		executive, and judicial branches of government	
113.32 (17.A)	Analyze the effects of 20 th -century landmark U.S. Supreme Court decisions such as <i>Brown v. Board of Education</i> , <i>Regents of the University of California v. Bakke</i> , and <i>Reynolds v. Sims</i>	I am perplexed by the omission of <i>Roe v. Wade</i> , probably the most controversial decision of the 20 th century next to <i>Brown</i> . Given that the second part of U.S. history is usually part of the 11 th grade curriculum, I do not see how students could not be prepared to deal with it.	Much improved in terms of variety of examples, although I still feel that <i>Roe v. Wade</i> remains the most important controversial Supreme Court decision and should be addressed.
113.32 (19.B)	Evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, and Franklin. Roosevelt	I would like to expand the pool of examples just a bit. <u>Recommendation:</u> Evaluate the contributions of significant political and social leaders in the United States for example Andrew Carnegie, Shirley Chisholm, Henry B. Gonzalez, and Franklin. Roosevelt	Now that I look at it in the perspective of the changes made by the committee, I am concerned about the inclusion of two Supreme Court justices, who are neither political nor social leaders. I would like to discuss some alternatives with the committee.
113.32 (20.A)	Describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O’Keeffe, rock and roll, and John Steinbeck’s <i>The Grapes of Wrath</i>	Georgia O’Keeffe, who was an abstract painter whose subject matter was rather personal, is not example. Much better would be Norman Rockwell, whose work actually presented a view of American life in an accessible way. Also, “rock and roll” is a rather broad term and a more specific example of socially engaged music would be more suitable. <u>Recommendation:</u> Describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature, for example the paintings of Norman Rockwell, the songs of Joni Mitchell, and John Steinbeck’s <i>The Grapes of Wrath</i>	The committee decided to tackle the problem by eliminating all examples in this item while including examples for 20.B. This is a workable solution.
113.32 (20.B)	Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance	Again, I think a second example would be useful in representing the variety of American cultural movements. <u>Recommendation:</u> Describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance and the Beats	I really like the way the committee expanded the examples to represent a broad range of 20 th century cultural movements.
113.32 (22.A)	Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone, petroleum-based products, medical vaccinations, and computers on the	Good expectation, but I would suggest a reconsideration of one of the examples. The telegraph and telephone were 19 th century innovations the transformative power of which took place by the beginning of the 20 th century.	Good reworking.

	development of the United States	Satellite communications, on the other hand, has had a transformative influence on society in the 20 th century. <u>Recommendation</u> : Explain the effects of scientific discoveries and technological innovations, for instance electric power, satellite communications, petroleum-based products, medical vaccinations, and computers, on the development of the United States	
--	----------------------------------	--	--