

## Social Studies TEKS Review Work Group E Draft Recommendations

Work Group E Draft Recommendations, Ethnic Studies Courses  
Texas Essential Knowledge and Skills (TEKS) Social Studies

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The document reflects draft recommendations for proposed revisions to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work groups for four ethnic studies courses: African American Studies, Asian American Studies, Mexican American Studies, and American Indian/Native Studies. The document begins with a standard introduction for all grade levels and courses. Each work group drafted an additional course specific paragraph that will be included with the introduction.

For the African American Studies and Mexican American Studies courses, proposed additions are shown in green font with underline (additions). 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*).

The Asian American Studies and American Indian/Native Studies courses are proposed new courses; therefore, the recommendations are shown in black font. Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*.

Comments in the right-hand column provide explanations for the proposed changes. Abbreviations in the explanations refer to the following.

KS: knowledge and skills statement

SE: student expectation

CA: content advisors

CCRS: college and career readiness standards

### SOCIAL STUDIES, WORK GROUP E

Course	Pages
Introduction.....	1
Ethnic Studies: African American Studies.....	2–22
Ethnic Studies: Asian American Studies.....	23–40
Ethnic Studies: Mexican American Studies.....	41–70
Ethnic Studies: American Indian/Native Studies.....	79–94

## Introduction, Kindergarten–Grade 12

- (1) Excellent social studies education cultivates informed citizens by engaging and motivating students through inquiry; perspective taking; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. By developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the work force, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The Student Expectations include at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
  - A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
  - B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
  - C) Geography (G): the study of relationships among peoples, places, and environments;
  - D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based practices used by practitioners in the field for “doing” social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) *[Work groups developed an introductory paragraph specific to their grade level/course.]*
- (5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

**§113.51. Ethnic Studies: African American Studies (One Credit).**

TEKS with edits		Work Group Comments/Rationale	Time
(a)	General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.		
(b)	Introduction.		
(4)	In Ethnic Studies: African American Studies, an elective course, students learn <del>about</del> the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, <u>created from their own African American identity, attempting to hold on to their roots and traditions and melding them with other cultural traditions. This course is designed to emphasize agency, progress, and Black joy throughout African American history,</u> especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of <del>past achievements</del> <u>struggles, sacrifice, and perseverance</u> provides citizens of the 21st century with a broader context within which to address the many issues facing the United States. <u>Finally, this course helps students to love America by understanding all her people, and everyone’s contributions to making her “the Land of the Free.” Recommendations for this class is that it could be used concurrently with Social Studies Research Methods, AP Research, AP Seminar, and/or other similar independent study courses.</u>		
<del>(2)</del>	<del>To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</del>		
<del>(3)</del>	<del>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical thinking skills are taught together.</del>		

(4)	<del>Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</del>		
(5)	<del>Throughout social studies in Kindergarten–Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</del>		
(6)	<del>Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</del>		
(7)	<del>State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</del>		
(A)	<del>Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</del>		
(B)	<del>Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</del>		
(8)	<del>Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.</del>		

(9)	<del>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</del>		
(c)	Knowledge and skills.		
(1)	<u>Cradle of Civilization, African Empires, and the Origins of the Diaspora: prior to 1663.</u> <del>History: The student understands the interconnectivity of African civilizations and Eurasia prior to 1619, and the enduring legacy of those civilizations. the influential historical points of reference in African history prior to 1619.</del> The student is expected to:	TEKS Guide: This time period centers the peoples of Africa, emphasizing the central role Africa’s civilizations and Empires played in world history. It also addresses the global origins of the African Diaspora to reflect that the diaspora began well before 1619 and is geographically more expansive than the British world which will be the focus of the next time period. 1663 is the death of Ngola Nzinga, who represents earlier African diplomacy in the Transatlantic Slave Trade.	
<del>(A)</del>	<del>identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H);</del>	1A, this SE is overly broad, so we chose to start over with a more specific SE.	
(A)	<del>describe and compare and contrast educational systems, social and political developments, family structures, and global trade and exchange among the various pre-colonial, indigenous, and ancestral roots of African Americans such as (E, G, H); and</del>	1B, we restructured to accommodate the elimination of “such as” and refining the historical skill. We chose to remove political because it will be addressed in the new SEs 1D and 1E which will focus on specific societies and civilizations, which are inherently political.  CCRS 1.A.3 Character Traits Citizenship A	2

<p>(B)</p>	<p><i>identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to mathematics, science, and technology, agriculture, language, and culture in the United States (E);</i></p>	<p>Was 16A, but the Science, Technology, and Society strand is being eliminated. We eliminated terms that are covered under terms that already existed, and then highlighted other key cultural inheritances to American culture.</p> <p>CCRS 1.B.1</p> <p>TEKS Guide:</p> <p>Math</p> <ul style="list-style-type: none"> <li>• Egyptian mathematicians</li> <li>• Islamic trader’s and Moor’s introduction of algebra to Europe</li> <li>• Golden Age of Islam spread of math</li> <li>• Introduction of Arabic number systems to Europe</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>• Astronomy</li> <li>• The Moor’s introduction of hospitals to Europe</li> <li>• Golden Age of Islam spread of science</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>• Golden Age of Islam spread of technology such as gunpowder and metallurgy</li> <li>• Bantu metallurgy</li> </ul> <p>Agriculture</p> <ul style="list-style-type: none"> <li>• Rice cultivation</li> <li>• Okra</li> <li>• Yam</li> <li>• Sugar cane cultivation and refinement techniques, originates circa 8000 BCE in Papua New Guinea and travels across Afro-Eurasia, taken to Barbados then Florida 1767, LA in 1761, TX in</li> </ul>	<p>1</p>
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		<p>1820, boiling house was the hardest part of the process</p> <p>Language</p> <ul style="list-style-type: none"> <li>• Egyptian hieroglyphs, hieratic, and demotic script</li> <li>• Phoenician alphabet</li> <li>• Phoenician language influences</li> <li>• Greek language influences Roman language</li> <li>• Bantu language</li> <li>• Multilingual talents of West African trading societies</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Griot tradition of oral history</li> <li>• Use of enslaved people as trading capital</li> <li>• Spread of Islam</li> <li>• Bantu culture</li> <li>• Call and response</li> <li>• Circle dances</li> <li>• Syncopated rhythms</li> <li>• Djembe talking drums</li> <li>• Kora, predecessor to banjo</li> <li>• Shamanism, animism, and traditional African religions and spirituality</li> <li>• Sande and Poro societies for rites of passage</li> <li>• Matrilineal societies</li> </ul>	
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(C)	<p><u>identify and map the geographic significance of the Ethiopian Highlands, Nile River, Niger River, the Gambia River, the Congo River, Bight of Benin, and Sahara Desert (E, G, H);</u></p>	<p>These geographic features are essential to understanding the context of the historical events.</p> <p>Work Group B spatial analysis CCRS 1.A.4, 1.A.5, 1.A.2</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Bantu migrations</li> <li>• Oldest archeological evidence of humans in Ethiopian Highlands and the Great Rift Valley</li> <li>• Trans Saharan trade</li> <li>• Nile trade tying Mediterranean to continental Africa</li> <li>• Bight of Benin and Gambian River as a hub for eventual Transatlantic slave trade</li> <li>• Congo River as trade route among central African societies</li> <li>• Niger River as waterway for major West African civilizations</li> </ul>	1
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<p>(D)</p>	<p><u>identify and map the geographic significance of African civilizations including Egypt, Nubia, Ethiopia, Carthage, Songhai, Mali, Yorubaland, Kongo and Angola (E, G, H):</u></p>	<p>These civilizations are essential to understanding the context of the historical events.</p> <p>Work Group B spatial analysis CCRS 1.A.6</p> <p>TEKS Guide: Illustrative Examples</p> <ul style="list-style-type: none"> <li>• Pharaohs of Egypt, such as Rameses II, Hatshepsut, Thutmose III</li> <li>• New Kingdom Egypt's foreign policy in SW Asia</li> <li>• Egyptian naval exploration</li> <li>• Nubian pyramids</li> <li>• Kandakes, ruling queen mothers of Nubia</li> <li>• Medieval Nubian Kingdoms</li> <li>• Nubian defeat of Greek and Roman invasions</li> <li>• Ethiopian Orthodox Christianity</li> <li>• Empress Eleni of Ethiopia</li> <li>• Hanno the Navigator, Carthage</li> <li>• Songhai as the geographically largest empire in sub-Saharan Africa</li> <li>• Sunni Ali, Songhai</li> <li>• Ibn Battuta, Mali and Timbuktu</li> <li>• Mansa Musa (pilgrimage, wealth accumulation, universities), Mohammed ibn Qu (voyages), and Sundiata (Epic of Old Mali), Mali</li> <li>• Oral traditions of the Keita Dynasty of Mali, including voyages abroad</li> <li>• Sankore University, Timbuktu</li> <li>• The Great Mosque of Djenne</li> <li>• Impact of the Yoruba religion</li> </ul>	<p>1</p>
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(E)	<p><u>compare strategies of African political leaders whose decisions created major diplomatic connections between African and Eurasian civilizations including Malian Mansas' conversion to Islam for diplomacy, Ethiopian Diplomatic relations (1431-1520), and Mvemba a Nzinga's conversion to Christianity as a political tool (C/G); and</u></p>	<p>These historic events demonstrate African civilization's contributions to world and western history that directly impact US History.</p> <p>Work Group B social studies analytical discipline skills CCRS 1.B.2, 1.A.1, 1.B.3</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Mansas: kings or rulers</li> <li>• Mali as a pluralist society where elites practiced a syncretic form of Islam to tie it to the North African and Arab Islamic world</li> <li>• Ethiopian Orthodox rulers, such as Empress Eleni and Emperor Dawit, negotiating relations with Catholic Europeans and neighboring Islamic states</li> <li>• Mvemba a Nzinga converting to Christianity in negotiation with the Portuguese</li> <li>• The rebellion of Ngola Nzinga and her negotiations with the Dutch and Portuguese, and later with the Kongolese</li> </ul>	2
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<p>(F)</p>	<p><u>analyze the African diaspora, including the role of Africans and Europeans peoples in establishing the system of the Transatlantic Slave Trade (G).</u></p>	<p>Work Group B economic analysis</p> <p>2A is guiding teachers in the correct direction, focusing on the skill of causation</p> <p>CCRS 1.C.1, 1.C.2</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Primary Source: <a href="#">Alexander Falconbridge “An Account of the Middle Passage”</a></li> <li>• African role: Warfare between states, slave raiding in the interior, treaties with Europeans</li> <li>• European role: Treaty of Tordesillas, Prince Henry the Navigator, El Mina Castle, Asiento System</li> </ul>	<p>1</p>
<p>(2)</p>	<p><u>The African Diaspora in the Northwestern Atlantic World, 1462-1775 History. The student understands the economic, political, and social development causes and effects of chattel slavery during the European colonization of the Americas American colonial period, 1462 1619 to 1775. The student is expected to:</u></p>	<p>This unit is geographically centered in the Northwestern regions of the Atlantic World. This is the era that beings to center the story on the importation of enslaved African peoples to the territories which will become the contemporary United States of America. 1462 is the colonization of Cape Verde by the Portuguese for the exportation of enslaved Africans to Nova Scotia, Labrador, and New Foundland in the NW Atlantic World.</p> <p>This is rephrased to emphasize the skill of causation and the central topic of chattel slavery.</p> <p>TEKS Guide Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Slavevoyages.org</a></li> <li>• <a href="#">People not Property</a></li> <li>• <a href="#">Texas Slavery Project</a></li> </ul> <p>Teaching Texas Slavery</p>	

<p>(A)</p>	<p><i>compare and contrast the enslavement of Africans and the colonization of Native Americans Indigenous Peoples of in North America and one or more other regions of the Western Hemisphere, Central, and South America, the West Indies and neighboring islands, and analyze the interactions among enslaved (G, H);</i></p>	<p>2B was reorganized for clarity of focus, centering enslavement of Africans and Indigenous Peoples (a more accurate term for all regions).</p> <p>Work Group B economic analysis Work Group B social studies analytical discipline skills II.A</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Other regions may include Central American, South America, and the Caribbean</li> <li>• Teachers may choose to compare British, Spanish, French, Portuguese, and Dutch regions as well</li> <li>• Esteban de Dorantes, Juan Garrido, and other black Conquistadors</li> <li>• Encomienda System</li> <li>• Barbadian and Jamaican Slave Codes and their influence on British North American territories</li> <li>• Code Noir in the French Indies</li> <li>• Black Seminoles</li> <li>• Wampanoag enslavement to the Caribbean</li> <li>• 5 Civilized Tribes owned enslaved Africans, adapted to the colonization of their territories by adopting chattel slavery</li> </ul>	<p>2</p>
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(B)	<p>analyze the effects of <u>the dehumanization of <del>through the capture, trade, and enslavement of Africans, within a regional and global context</del> the Middle Passage, using primary sources including <i>Olaudah Equiano's Interesting Narrative of the Life of Olaudah Equiano (Gustavus Vasa), 1789 including the Atlantic Slave Trade (C/G, G, H)</i></u>);</p>	<p>1C and 2C revised to clarify and add an important skill and primary source</p> <p>Work Group B research and inquiry Work Group B media literacy CCRS 1.D.2</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Motives for capture</li> <li>• Human chattel as trade capital</li> <li>• The horrors of the Middle Passage</li> <li>• Adjustment to new ways of life in the Americas as a chattel slave</li> </ul>	2
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(C)	<p><u>explain the causes for the growth and development of <i>chattel, race-based slavery, primarily in the Southern colonies, including the failure of enslaving indigenous peoples and Bacon's Rebellion (E, G)</i></u>;</p>	<p>Bacon's Rebellion is added for specificity so that it is clear why there is a move from indentured servitude to chattel slavery, as well as cultural divides in the region.</p> <p>Work Group B economic analysis</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• John Punch, first known documented slave based on race</li> <li>• Virginia colonial slave laws</li> <li>• Elizabeth Key, sued for freedom</li> <li>• Anthony Johnson</li> <li>• African peoples desirable <ul style="list-style-type: none"> <li>○ Skilled agriculturalists</li> <li>○ Pastoralists</li> <li>○ Immunity to Afro-Eurasian diseases</li> <li>○ Skilled laborers (pottery, weaving, carpentry, metallurgy)</li> <li>○ Dark skin color makes peoples of African descent easily identifiable for maintaining physical control and preventing escape</li> <li>○ Acclimatized to laboring in the tropical and subtropical climates</li> </ul> </li> </ul>	1
(D)	<p><u>identify the contributions of <i>early African Americans on early American culture literature, including the works of Jupiter Hammon and Phillis Wheatley Peters (H)</i></u>; and</p>	<p>Was 13C, but the culture strand is being collapsed into chronology.</p>	1
(E)	<p><u>analyze the impact of resistance to colonial-era slavery by African peoples in the British American colonies (C/G, H)</u>.</p>	<p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• New York Slave Rebellion of 1712</li> <li>• New York Conspiracy of 1741</li> <li>• Stono Rebellion 1739</li> <li>• Gullah society of South Carolina</li> <li>• Germantown Protest, 1688</li> </ul>	1

<p>(3)</p>	<p><u>From Bondage to Emancipation, 1776-1865: History.</u> <i>The student understands the rationalization and ramifications for the continuation and growth of slavery from independence (1776) through the Emancipation Proclamation (1863-1865). The student is expected to:</i></p>	<p>This unit explores the paradox of the idea of freedom from the perspectives of different Americans, beginning with the United States of America’s freedom in 1776 and ending with the actualized freedom of all African Americans in 1865 with Juneteenth and the 13<sup>th</sup> Amendment.</p> <p>This KS represents ½ of the original KS. We broke it up into 2 to create clarity and better organize the time period.</p>	
<p>(A)</p>	<p><u>analyze the <del>economic, social, religious, and legal</del> rationalization various justifications used by some Americans to continue and expand slavery after declaring independence from Great Britain (E);</u></p>	<p>3A, we simplified the language to streamline.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Primary Source: <i>Negro Women’s Children to Serve According to the Condition of the Mother</i> (1662), Thomas Jefferson’s <i>Notes on the State of Virginia</i> (1782)</li> <li>• Economic: Rights of property ownership, forced labor was less expensive than wage labor and more permanent than indentured servants, emerging capitalism</li> <li>• Social: Racial and cultural inferiority, paternalistic ownership</li> <li>• Religious: The Curse of Ham, conversion</li> <li>• Legal: Rights of property ownership, <i>partus sequitur ventrem</i>, Elizabeth “Mum Bet” Freeman</li> </ul>	<p>1</p>
<p>(B)</p>	<p><u>describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (C/G);</u></p>		<p>0.5</p>
<p>(C)</p>	<p><u>analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (E);</u></p>		<p>1</p>

<p>(D)</p>	<p>analyze the effects of the <u>Industrial Market Revolution</u> and the roles of <u>sugar production and "King Cotton" and the cotton gin on the global slave economy (E)</u> <del>in the economies of the United States and the world;</del> <u>and</u></p>	<p>Was 8A, but was moved to more accurately reflect chronology. Market Revolution is more specific to the time period than the unclear Industrial Revolution.</p> <p>Global slave economy is substituted to clarify the tie to African American history, since otherwise the strand appears to be too general to US history. This is a good place to highlight Texas's role in both sugar and cotton production in the global economy.</p> <p>Work Group B economic analysis Work Group B social studies analytical discipline skills</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Texas's role in the sugar trade and cotton trade.</li> <li>• Benjamin Banneker's almanac</li> <li>• "King Cotton"</li> </ul>	<p>1</p>
<p>(E)</p>	<p><del>identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade,</del> <u>explain how the rise of the plantation system in the South and the development of textile mills in the North, and led to economic interdependence between the North and South (G).</u></p>	<p>Was 7B, but the Geography strand is being collapsed into chronology. We added a skill and moved into the correct time period. The Atlantic Slave trade was already addressed and thus can be deleted in this instance.</p> <p>CCRS IV.B.3</p>	<p>0.5</p>

(4)	<u>The student understands evolving ideas of liberty in the African American community from independence (1776) through the Emancipation (1865). The student is expected to:</u>	This TEK was added to focus on the main idea of a reflection of the paradoxes of liberty during the era.	
(A)	<u>evaluate the role and contributions of Black loyalists and patriots during the Revolutionary War (C/G, H):</u>	<p>This TEK was added based on TEA content expert feedback. It also is added to show the paradox of the ideas of liberty and freedom among the African American community at the time.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Loyalists <ul style="list-style-type: none"> <li>○ Lord Dunmore’s Proclamation</li> <li>○ Black Company of Pioneers</li> <li>○ Black Brigade and Colonel Tye</li> <li>○ Harry Washington</li> <li>○ Stephen Blucke</li> <li>○ John Kizell</li> <li>○ Boston King</li> <li>○ Thomas Petes</li> <li>○ Primary Sources: <i>Book of Negroes, An Account of the Life of Mr. David George</i></li> </ul> </li> <li>• Patriots <ul style="list-style-type: none"> <li>○ Bucks of America</li> <li>○ 1<sup>st</sup> Rhode Island Regiment</li> <li>○ Prince Estabrook</li> <li>○ James Cripus Attucks</li> <li>○ Salem Poor</li> <li>○ Phillis Wheatley Peters</li> <li>○ Peter Salem</li> <li>○ James Armisted Lafayette</li> </ul> </li> </ul>	0.5

(B)	<p>explain the regional perspectives toward political rights of African American <i>people</i> <del>men and women</del> from the early years of the republic through <i>1865 (G, H) 1877</i>;</p>	<p>We changed the date to cut it off at full emancipation in 1865. Those other attitudes will be explained in the Reconstruction era.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• 3/5 Compromise</li> <li>• Benjamin Franklin’s Anti-Slavery petition to Congress</li> <li>• George Mason’s opposition to the mention of slavery in the Constitution</li> </ul>	0.5
(C)	<p>compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and <del>civil rights in</del> the Bill of Rights (C/G);</p>	<p>Was 9A, but was moved from Government strand which is being collapsed into chronology</p> <p>This was edited to simplify the language and remove redundancies.</p> <p>Work Group B social studies analytical discipline skills</p>	0.5
(D)	<p>evaluate <del>summarize</del> the roles and contributions and experiences of African American <del>soldiers and spies</del> people in both the North and South during the Civil War (C/G, H);</p>	<p>Was 4A, but was moved to more accurately reflect chronology. We changed the SE to be more robust as a historical skill and inclusive of other roles of African American people during the era, including those who remained enslaved.</p> <p>TEKS Guide:</p> <p>Soldiers</p> <ul style="list-style-type: none"> <li>• Robert Smalls</li> <li>• Massachusetts 54<sup>th</sup> and 55<sup>th</sup> Regiments</li> </ul> <p>Spies</p> <ul style="list-style-type: none"> <li>• Abraham Galloway</li> <li>• Allan Pinkerton</li> <li>• Lafayette Baker</li> <li>• George H. Sharpe</li> <li>• Sarah Edmonds</li> </ul>	1

(5)	<p><u>The student understands <del>and</del> the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (<del>1865</del>1865). The student is expected to:</u></p>	<p>This KS represents ½ of the original KS. We broke it up into 2 to create clarity and better organize the time period.</p>	
(A)	<p><u>analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the <del>U.S.</del> ban on the slave trade in the U.S. Constitution (1808), the gradual abolition of slavery in Mexico (1829) through the Guerrero Decree (1829), and the abolition of slavery in Great Britain’s territories (1833) through the Slavery Abolition Act of 1833, and their significance <del>of the Guerrero Decree in</del> to the Texas Declaration of Independence (1836) and the Republic of Texas Constitution (1836) <del>the Texas Revolution (C/G, H);</del></u></p>	<p>Was 3F. This was revised to clarify what primary sources are most key to understanding the SE and the Republic of Texas foundational documents.</p>	2

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<p>(B)</p>	<p><u>analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H):</u></p>	<p>Character Traits 4 Citizenship A CCRS 1.E.3</p> <p>TEKS Guide</p> <ul style="list-style-type: none"> <li>• Thought Resistance <ul style="list-style-type: none"> <li>○ Truancy (enslaved people removing themselves from their plantation temporarily as a method of seeking out Black joy “represented vital acts of resistance that deprived the slaveholder of his so-called “right” to enslaved people’s bodies, time, and labor” (thecollector.com/women-slavery-american-south/)</li> <li>○ Unsanctioned marriages</li> <li>○ Benjamin Banneker’s letter to Thomas Jefferson (1791)</li> <li>○ Frederick Douglass’s What to the Slave is the Fourth of July</li> <li>○ William Lloyd Garrison and <i>The Liberator</i></li> <li>○ Elijah Lovejoy</li> <li>○ Sojourner Truth</li> <li>○ David Walker</li> <li>○ American Anti-Slavery Society</li> <li>○ The Quakers and the Grimke Sisters and their Black relatives</li> <li>○ Fondrens</li> <li>○ Germantown</li> <li>○ Work and gospel songs</li> <li>○ Mary Prince</li> <li>○ Harriet Jacobs, author of <i>Life of a Slave Girl</i>, 1861</li> </ul> </li> </ul>	<p>3</p>
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		<ul style="list-style-type: none"> <li>○ Abolitionist Press: Ellen Craft, Frederick Douglass, David Waker, Mary Ann Shadd</li> <li>● Physical Resistance <ul style="list-style-type: none"> <li>○ Black Seminoles</li> <li>○ Underground Railroad</li> <li>○ Texas Underground Railroad (South to Freedom): El Nacimiento, state of Coahuila as destination, Freedman colony</li> <li>○ Nat Turner</li> <li>○ German Coast Uprising</li> <li>○ John Brown in Bleeding Kansas and Harper's Ferry</li> <li>○ Gabriel's Conspiracy</li> <li>○ Work stoppage/sabotage</li> <li>○ Infanticide</li> </ul> </li> </ul>	
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<p>(C)</p>	<p><del>analyze the influence of significant individuals and groups prior to and during the trace the continuities and changes of the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, by examining primary sources including William Lloyd Garrison’s “Inaugural Editorial” for The Liberator, Frederick Douglass’s “What to the Slave is the 4<sup>th</sup> of July?”, John Brown’s “Final Speech, Virginia v. Brown”, and other primary sources from other abolitionists and abolition groups Sojourner Truth, the American Anti-Slavery Society, and the Underground Railroad (H); and</del></p>	<p>3E was altered to focus on skills and primary sources. Individuals deleted from this SE are accounted for in the previous SE and TEKS Guide.</p> <p>Work Group B social studies analytical discipline skills  Work Group B research and inquiry  Work Group B media literacy  Character Traits 2 Responsibility A</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Sojourner Truth’s “Ain’t I a Woman?”, but note that she did not write this, it is a recorded account of her speech that is likely embellished as she spoke with a Dutch accent as she was enslaved in upstate New York, not southern African American dialect</li> <li>• David Walker</li> <li>• Elijah P. Lovejoy</li> <li>• The American Anti-Slavery Society</li> <li>• The Underground Railroad</li> </ul>	<p>2</p>
<p>(D)</p>	<p><u>understand the significance of Black civic organizations and Black philanthropy, including mutual aid societies, Philadelphia anti-slavery groups, and others (C/G, E).</u></p>	<p>This SE was added to emphasize African American agency during the era in establishing communities of freedmen.</p>	<p>0.5</p>
<p>(6)</p>	<p><u>Reconstruction until Plessy v. Ferguson, 1865-1896: The student understands the sweeping political, economic, and social accomplishments of the African American community during the Reconstruction era. The student is expected to:</u></p>	<p>This era was created to focus on the time where African Americans experienced sweeping political, economic, and social accomplishments in the Reconstruction era. Those gains were lost beginning with the election of Rutherford B. Hayes in 1877, and culminating in 1896 with the doctrine “separate but equal” under Plessy v. Ferguson.</p> <p>We chose to split this era into two KS so that it was clearly following the gains and erosion of the Reconstruction era.</p>	

(A)	<u>analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877<del>65</del> and 1920<del>1896</del> (C/G);</u>	Was 9C, but was moved from Government strand which is being collapsed into chronology; and the date is changed to reflect the new chronology  Work Group B civic analysis CCRS IV.C.1	2
(B)	<u>describe and analyze the successes and failures of African American politicians during Reconstruction in Texas and the nation (C/G, H);</u>	We wanted to narrow this TEK down to focus on the agency of African American leaders and direct teachers to focus on Texas, not just federal government.  TEKS Guide: <ul style="list-style-type: none"> <li>• Radical Republican Texas Constitution of 1864</li> <li>• Post-Reconstruction Texas Constitution of 1875</li> <li>• Texan African American Legislators of the Era: George T. Ruby, Norris Wright Cuney, David Abner, Sr., Meshack Roberts, Robert L. Smith</li> <li>• US: Hiram Revels Rhodes, Robert Smalls, and 2000 other political leaders</li> </ul>	2
(C)	<u>analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (E, H); <del>and</del></u>	Was 15B, but was moved from the Culture strand which is being collapsed into chronology  TEKS Guide: <ul style="list-style-type: none"> <li>• White philanthropists funding African Americans' educations, ex. Mark Twain's precedes from <i>Huckleberry Finn</i> were used to finance the Yale Law School Education of Warner T. McQuinn, who eventually mentors Thurgood Marshall (Primary Source: Mark Twain's Letter to the Dean of Yale)</li> </ul>	2

(D)	<p><i>describe the expanding influence of African American music through the work of performers <del>such as</del> including the Fisk Jubilee Singers and boogie woogie’s origins in Texas (H).</i></p>	<p>Was 13E, but was moved from the Culture strand which is being collapsed into chronology</p> <p>This one was edited to eliminate the “such as” and to add a Texas connection.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Boogie Woogie’s etymology related to the Bantu language groups</li> <li>• Work songs</li> <li>• Blues</li> <li>• Gospel</li> <li>• Origins in New Orleans</li> </ul>	2
(E)	<p><i>describe the viewpoints championed in Booker T. Washington’s Atlanta Exposition speech (1895) and how they relate to <del>compare</del> the economic opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington’s, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen’s Towns, Black cowboys, and the Exodusters;</i></p>	<p>Was 4C, but needs to be split due to chronology. We specified Booker T. Washington’s speech at the Atlanta Exposition (1895) because it is a reflection of the philosophy of African American leaders prior to Plessy v. Ferguson.</p> <p>We added Black cowboys as they are a Texas connection.</p> <p>While Booker T. Washington is included both in this era and the next, we do not think it is a redundancy because he was the primary leader in this era (prior to 1896), but also represented dissenting views to the leaders in the next era (1896-1941) such as Wells, DuBois, and Garvey</p> <p>Character Traits 2 Responsibility D</p>	3
(F)	<p><i>describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers on enduring ideas of patriotism in the African American community;</i></p>	<p>Was 4J, but needs to be split due to chronology, so WWI will be in the next time period.</p>	1

(G)	<u>identify and map the push and pull factors of the westward forced migration of African Americans into Indian Territory and the Republic of Texas, and voluntary migration of the Exodusters (E, G, H).</u>	Work Group B spatial analysis  TEKS Guide: <ul style="list-style-type: none"> <li>Enslaved peoples traveled the Trail of Tears with their masters from the 5 Civilized Tribes</li> <li>Tribal membership granted to Black members of those tribes upon emancipation</li> <li>48 all-Black townships in Indian Territory</li> <li>Benjamin “Pap” Singleton and the Black settlement of the so-called frontier</li> <li>“Stagecoach” Mary Fields</li> </ul>	1
(7)	<u>The student understands how the gains of Reconstruction were actively eroded through de jure and de facto segregation. The student is expected to:</u>		
(A)	<u>explain the impact of the Black Codes and the convict leasing system on African Americans such as including the Sugar Land 95 (E);</u>	Was 4E. We edited this to require the teaching of the Sugar Land 95.	1
(B)	<u>explain how sharecropping and redlining limited economic opportunities for African Americans (E);</u>	Was 8B, but was moved from the Economics strand which is being collapsed into chronology, and redlining is not in this time period and needs to be put into the next era  Work Group B economic analysis	1
(C)	<u>describe the impact of the election of Rutherford B. Hayes (1877), the Civil Rights Cases, and the U.S. Supreme Court decision Plessy v. Ferguson (1896) on the gains made by African Americans during the Reconstruction era (C/G); and</u>	Was 4G  TEKS Guide: <ul style="list-style-type: none"> <li>The Civil Rights Cases: US v. Stanley, US v. Ryan, US v. Nichols, US v. Singleton US v. Cruikshank, the Slaughterhouse cases, etc.</li> </ul>	1

(D)	<p><u>explain the rise of the Ku Klux Klan (KKK) and other terrorist groups as a response to the advancements of the African American community during Reconstruction.</u></p>	<p>We wanted to be sure that the first KKK was described to set up the terror of the Jim Crow Era and the second KKK.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Texas: Bob White was murdered in the courtroom in Conroe, TX</li> <li>• Memphis 1866</li> <li>• New Orleans 1866</li> <li>• St. Bernard Parish 1868</li> <li>• Opelousas 1868</li> <li>•</li> </ul>	1
(8)	<p><u>Jim Crow, the Great Migration, and the New Negro, 1896-1941: The student understands how de jure segregation during the Jim Crow Era created lasting economic, social, and political disparities for African American communities. The student is expected to:</u></p>	<p>The beginning of the Jim Crow era was a turning point of legalized segregation, representing the reality of segregation as a backlash to Reconstruction. We highlighted the Great Migration and the New Negro in the name of the era to show African American agency in response to the injustice of the Jim Crow era. The Great Migration and then New Negro set the stage for the enduring resistance of the 20<sup>th</sup> Century Civil Rights movement.</p>	
(A)	<p><u>explain the <del>circumstances surrounding</del> increased violence and extremism such as including the second Ku Klux Klan (KKK), the Colfax Massacre the Camp Logan Mutiny (The Houston Riot of 1917), and other lynchings, massacres, and race riots, (H);</u></p>	<p>Was 4D</p> <p>Character Traits 1 Trustworthiness C</p> <p>TEKS Guide</p> <ul style="list-style-type: none"> <li>• Red Summer of 1919: Chicago, Longview, Elaine, Omaha, Norfolk, Port Arthur, Texarkana, Austin</li> <li>• The Colfax Massacre</li> <li>• Tulsa Race Massacre</li> <li>• Wilmington 1898</li> <li>• Slocum 1910</li> <li>• East St. Louis 1917</li> <li>• Rosewood 1923</li> </ul>	2

(B)	<u>analyze how government policies, court actions, and legislation impacted African Americans from <del>the 1920s</del> 1897 through 1941 <del>the 1950s</del> (C/G);</u>	<ul style="list-style-type: none"> <li>Was 9D, needs to be moved due to chronology 1941 is specified to provide clarity for chronology. Other court actions will be included in the next unit.</li> </ul> <p>TEKS Guide</p>	1
(C)	<u>explain the cause and effects of <del>how sharecropping and redlining limited economic opportunities for African Americans</del> during this time period and beyond; and</u>	<p>Was 8B, needs to be moved and split due to chronology.</p> <p>We switched to cause and effects to include a history skill, and we felt it was important for teachers to know they should trace this beyond 1941.</p> <p>Work Group B economic analysis Work Group B social studies analytical discipline skills</p>	1
(D)	<u>explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (E, C/G, G, H).</u>		2
(9)	<u>The student understands how the causes and effects of the first wave of the Great Migration contributed to changing settlement patterns, economics, and culture of the United States of America. The student is expected to:</u>	Work Group B social studies analytical discipline skills	
(C) (F)	<del>explain how economic conditions and racism contributed to the Great Migration;</del>	Was 8C, was combined with 7C to reduce repetition, economic conditions and racism are part of push and pull factors.	
(A)	<del>explain the westward movement and (G); and identify and map the push and pull factors of the first wave of the Great Migration (E, G, H)</del>	<p>Work Group B spatial analysis</p> <p>Was 7C, but needs to be moved due to chronology.</p>	1

(B)	<u>compare the <del>positive and negative</del> effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (C/G, E); and</u>	Was 5A, but needs to be moved due to chronology.  We deleted positive and negative because that is inherent in the honest discussion of effects.  Work Group B social studies analytical discipline skills  CCRS III.B.1  TEKS Guide: <ul style="list-style-type: none"> <li>• Slave Narratives of the Works Progress Administration</li> <li>• Eleanor Roosevelt’s outreach to the African American community</li> </ul>	1
<del>(C)(T)</del>	<del>describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H).</del>	16C, split due to chronology.	
(C)	<u>evaluate the economic impact of the American labor movement and unionism on African American workers, including the Knights of Labor, A. Philip Randolph, the Brotherhood of Sleeping Car Porters, and the Harlem Domestic Workers Union (E, H).</u>		1
(10)	<u>The student understands the changes in African American identity during the Jim Crow Era, and how it influenced the cultural, social, and political progress during the era. The student is expected to:</u>		
(A)	<u>describe the significance of Black civic organizations, fraternal organizations, and philanthropists (C/G); and</u>	CCRS 1.E.1  TEKS GUIDE: <ul style="list-style-type: none"> <li>• Civic organizations: Jack and Jill, the Links</li> <li>• Fraternal organizations: Black Masons, Divine 9,</li> <li>• Black philanthropists: Madam CJ Walker</li> </ul>	1

<p>(B)</p>	<p><u>evaluate how ideas of the “New Negro” and the study of anthropology influenced the different art forms during the Harlem Renaissance in New York and beyond (G, H):</u></p>	<p>CCRS IV.D.2</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Dance <ul style="list-style-type: none"> <li>○ Katherine Dunham</li> <li>○ Josephine Baker</li> <li>○ Pearl Primus</li> <li>○ Bill “Bo Jangles” Robinson</li> </ul> </li> <li>• Music <ul style="list-style-type: none"> <li>○ Scott Joplin</li> <li>○ Louis Armstrong</li> <li>○ Duke Ellington</li> <li>○ Countee Cullee</li> <li>○ Billie Holliday</li> <li>○ Josephine Baker</li> <li>○ Ma Rainey</li> <li>○ Ella Fitzgerald</li> </ul> </li> <li>• Visual Art <ul style="list-style-type: none"> <li>○ Augusta Savage</li> <li>○ Aaron Douglas</li> <li>○ Jacob Lawrence</li> <li>○ William Johnson</li> </ul> </li> <li>• Literature <ul style="list-style-type: none"> <li>○ Langston Hughes</li> <li>○ Zora Neale Hurston</li> <li>○ W.E.B. DuBois</li> <li>○ Paul Robson</li> </ul> </li> <li>• Architecture <ul style="list-style-type: none"> <li>○ Julian Abele</li> </ul> </li> </ul>	<p>4</p>
<p>(C)</p>	<p><u>analyze the cultural diffusion of African American <i>tap</i> and modern dance into the mainstream of American entertainment.</u></p> <p><del>describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill “Bojangles” Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups;</del></p>	<p>14B, needs to be moved and split due to chronology</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Katherine Dunham, Pearl Primus, and the role of anthropology in developing modern dance</li> <li>• Josephine Baker</li> <li>• Bill “Bojangles” Robinson</li> <li>• Role of minstrelsy</li> </ul> <p>Role of classic Hollywood cinema</p>	<p>1</p>

(D)	<p>describe the reactions to and the influence of selected works by African American authors including <u>The Souls of Black Folk by W.E.B. Du Bois</u>, <del>Native Son by Richard Wright</del>, and <u>Their Eyes Were Watching God by Zora Neale Hurston</u>, <del>Beloved by Toni Morrison</del>, and <u>Eyes on the Prize by Henry Hampton</u>;</p>	<p>Was 14D, but needs to be moved and split due to chronology.</p>	2
(E)	<p>examine the experiences and describe the impact of African American soldiers military service from Reconstruction through <u>during and after World War I</u>, including <u>the Harlem Hellfighters and Private Henry Johnson</u> <del>the role of the Buffalo Soldiers</del>. <u>(H)</u>;</p>	<p>Was 4J and 4I, but needs to be split due to chronology. Buffalo Soldiers are from the last time period. We combined J and I in order to clarify that the experiences and impact during the war were relevant to the experiences and impact after.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• 369<sup>th</sup> Infantry Harlem Hellfighters: Pvt. Henry Johnson, decorations from French government, spread jazz to Europe, letter from Pershing to French military “Secret Information Concerning Black American Troops,” James Reese Europe</li> <li>• 9<sup>th</sup> and 10<sup>th</sup> Calvary</li> <li>• 24<sup>th</sup> and 25<sup>th</sup> Infantry</li> <li>• 370<sup>th</sup> Infantry “Black Devils”</li> <li>• Alice Dunbar Nelson’s preservation of the stories of the African American soldiers</li> <li>• Charles Young</li> </ul>	2

(E)	<p><i>examine the contributions of African American <del>and Black American Business</del> entrepreneurship such including as <del>Black Wall Street, black inventors, and the black</del> experience in business and the economic contributions of individuals such as <del>Madame C. J. Walker, and Maggie L. Walker</del> (E);</i></p>	<p>Was 8H, but needs to be moved due to chronology.</p> <p>Removed black inventors because we want to represent their scientific accomplishments as many did not profit from their inventions.</p> <p>We removed Black American Business because it was redundant.</p> <p>We removed the black experience in business and the economic contributions of individuals because it was unnecessarily wordy.</p>	1
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<p>(G)</p>	<p><del>compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans activists, including Ida B. Wells, Mary McCleod Bethune, W.E.B. Du Bois, Booker T. Washington, and Marcus Garvey, and the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters; and</del></p>	<p>Was 4C, but needs to be split due to chronology. Freedman's Towns and Exodusters are from the last time period.</p> <p>We delete the opportunities and challenges as they are represented in other SE.</p> <p>We added Mary McCleod Bethune as she represents a unique approach to activism not on the list, as well as a diverse gender and regional perspective.</p> <p>We deleted the NAACP as it is redundant to DuBois, and we will encourage it in the TEKS guides as well as organizations represented by other activists on the list.</p> <p>Work Group B civic analysis  Work Group B social studies analytical discipline skills  Character Traits 4 Citizenship D</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• National Association for the Advancement of Colored People (NAACP)</li> <li>• Universal Negro Improvement Association (UNIA), both in the urban north and the south</li> <li>• Resource: <i>Grassroots Garvey</i> by Mary G. Rolinson</li> <li>• Black Star Line</li> <li>• National Council for Negro Women (NCNW)</li> <li>• <i>The Red Record</i> and <i>Southern Horrors</i></li> <li>• <i>The Crisis</i></li> <li>• Niagara Movement</li> <li>• Respectability politics, Evelyn Brooks Higginbotham</li> </ul>	<p>3</p>
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(H)	<p><del>Identify examples of</del> explain how industrialization and agriculture were <del>was</del> influenced by African Americans over time including contributions of Lewis Latimer, George Washington Carver, and other African American scientists and engineers (E). ; and</p>	<p>Was 16B and 16C, which we combined in order reduce redundancy. We reduced names down to the a key example of industrialization and agriculture and moved the rest of the names to the TEKS Guide.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Granville Woods</li> <li>• Frederick McKinley Jones</li> <li>• Garrett Morgan</li> <li>• Matthew Henson, polar explorer</li> </ul>	1
(11)	<p>Civil Rights Era and the Push for Full Citizenship, 1941-1970: The student understands how World War II and the legal challenges to <i>de jure</i> segregation in the 1940s and 1950s laid the foundation for the modern Civil Rights Movement. The student is expected to:</p>		
(A)	<p>describe the impact of racism during World War II (C/G):</p>	<p>Was 5E, needs to be moved due to chronology.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Segregated units such as Tuskegee Airmen and 761<sup>st</sup> Tank Battalion</li> <li>• Battle of Bamber Bridge</li> <li>• Noncombat roles available, more menial tasks (Dorie Miller)</li> <li>• Lack of Black leadership</li> <li>• Jackie Robinson arrested in uniform and Court Martial</li> <li>• Look-up Texans who were Tuskegee Airmen</li> </ul>	0.5

(B)	<p><i>analyze how the effects of World War II laid the groundwork for the Civil Rights Movement including Harry S. Truman's Executive Order 9981 and <del>the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall</del> (C/G);</i></p>	<p>Was 5G</p> <p>We removed Mary McLeod Bethune and Thurgood Marshall because they do not closely relate to WWII and will be addressed in other SEs.</p> <p>Work Group B social studies analytical discipline skills</p>	1
(C)	<p><i>explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion, and the 6888<sup>th</sup> Central Postal Directory Battalion (H); and</i></p>	<p>We added the 6888<sup>th</sup> Central Postal Directory Battalion because it is a women's battalion and had all-Black leadership.</p>	1
(D)	<p><i>analyze <del>describe</del> Thurgood Marshall's strategy as the lead counsel for the NAACP Legal Defense and Educational Fund and how the subsequent <del>impact of U.S. Supreme Court decisions in Sweatt v. Painter (1950) and Brown v. Board of Education (1954)</del> lead to the dismantling of de jure segregation (C/G).</i></p>	<p>Was 5B</p> <p>We wanted to place Thurgood Marshall in the SE related to the Supreme Court cases which he argued.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• McLaren v. Oklahoma State Regents</li> <li>• Shelley v. Kramer</li> <li>• Smith v. Allwright</li> </ul>	3

(12)	<p>The student understands the diverse approaches to achieving full citizenship and the legacy of activism during the modern Civil Rights Movement. The student is expected to:</p>		
(A)	<p><i>describe the <del>continued</del> diverse struggle contributions for towards civil rights in America during this time in history such as the notable through the works of the national leaders including <del>Jackie Robinson, Rosa Parks, Martin Luther King Jr., and Malcolm X, Daisy Bates and the Little Rock Nine, and Texas leaders including Juanita Craft and James Farmer Jr. (C/G):</del></i></p>	<p>This SE Should be interwoven with the narrative of the other SEs.</p> <p>Was 5C, but was split to give focus to the contributions of heroic individuals</p> <p>Work Group B civic analysis CCRS 1.C.3 Character Traits 1 Trustworthiness A</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Coretta Scott King</li> <li>• Ruby Bridges</li> <li>• Fannie Lou Hamer</li> <li>• Diane Nash</li> <li>• John Lewis</li> <li>• Daisy Bates and the Little Rock 9</li> <li>• Claudette Colvin</li> <li>• Jackie Robinson</li> <li>• Jimmy Lee Jackson</li> <li>• Elijah Muhammed</li> <li>• Ella Baker</li> <li>• Pauli Murray</li> <li>• Bayard Ruston</li> <li>• Jim Zwerg</li> <li>• James Meredith</li> <li>• Mamie Till (Emmett Till’s mother)</li> <li>• Medgar and Myrlie Evers</li> <li>• Betty Shabazz</li> </ul>	2

(B)	<p><u>compare the evolving strategies of Civil Rights activists and groups, including Southern Christian Leadership Conference (SCLC), National Association for the Advancement of Colored People (NAACP), National Urban League, the Student Non-Violent Coordinating (SNCC), and the Nation of Islam;</u></p>	<p>Was 5C, but was split to focus on the continuities and changes in strategies of various groups.</p> <p>Work Group B civic analysis Work Group B social studies analytical discipline skills Character Traits 2 Responsibility C</p> <p>TEKS Guide</p> <ul style="list-style-type: none"> <li>• CORE</li> </ul>	2
(H)	<p><del>analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit-ins, boycotts, marches, speeches, music, and organizations (C/G); and</del></p>	<p>Was 5H, but is redundant to our revised 5C SE above</p>	
(C)	<p><u>analyze examples the cross-racial of conflict and cooperation between African Americans activists and others groups in the pursuit of individual freedoms and civil rights such as including CORE and the Poor People’s Campaign, the Freedom Riders and the Memphis Sanitation Workers Strike (C/G);</u></p>	<p>Was 10A.</p> <p>We want to make explicit that non-Black allies cooperated with the Civil Rights movement. CORE includes the Freedom Riders and the Poor People’s Campaign includes the Memphis Sanitation Workers Strike.</p> <p>Character Traits 3 Caring C</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Zephyr Wright’s personal relationship and influence on Lady Bird and Lyndon Johnson</li> <li>• Rev. Johnathan Daniels</li> <li>• American Indian Movement (AIM)’s solidarity</li> <li>• Martha Cotera</li> <li>• Secondary Resource: <i>Quixote Soldiers</i></li> <li>• Dolores Huerta and Cesar Chavez’s solidarity</li> </ul>	1

<p>(D)</p>	<p><u>analyze the consequences of violent reactions to Civil Rights activism (H);</u></p>	<p>We wanted to be sure to include this separate from racial cooperation for clarity. We focused on the consequences since these acts of violence often galvanized the Civil Rights movement further.</p> <p>Character Traits 1 Trustworthiness C</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Assassination of Medgar Evars, Martin Luther King, Jr., and Malcolm X</li> <li>• Bloody Sunday</li> <li>• 16<sup>th</sup> Street Church Bombing</li> <li>• Bombings in Birmingham</li> <li>• Bull Connor’s police action against the Children’s March</li> <li>• Sheriff Jim Clark</li> <li>• Battle of Bamber Bridge</li> <li>• Detroit Race Riot</li> <li>• Watts Race Riot</li> <li>• Murder of Emmett Till</li> <li>• Beatings of peaceful protestors</li> </ul>	<p>2</p>
<p>(E)</p>	<p><u>describe the interactions of the people of the diaspora relative to the struggle for civil rights (C/G); and</u></p>	<p>Was 5D</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Kwame Nkrumah, Ghana</li> <li>• Jomo Kenyatta, Kenya</li> <li>• Patrice Lamumba, Democratic Republic of Congo</li> <li>• Nelson and Winnie Mandela, South Africa</li> </ul>	<p>1</p>

(F)	<p><u>analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1955-1970, including civil rights, fair housing, education, equal employment, and affirmative action (C/G).</u></p>	<p>Work Group B social studies analytical discipline skills</p> <p>Character Traits 4 Citizenship B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Civil Rights Act of 1964</li> <li>• Fair Housing Act of 1965</li> <li>• Voting Rights Act of 1965</li> <li>• Equal Employment Opportunity Commission founded in 1965</li> <li>• 101<sup>st</sup> Airborne in Little Rock to protect the Little Rock 9</li> <li>• Housing and Urban Development Act of 1965</li> <li>• LBJ’s War on Poverty</li> <li>• Kennedy’s speech in 1963 in reaction to the Children’s March</li> <li>• LBJ’s speech “The American Promise” in 1965</li> <li>• Economic Opportunity Act of 1964</li> <li>• Food Stamp Act of 1964</li> </ul>	1
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(13)	<u>The student understands how African Americans continued to drive innovation in American culture and economics. The student is expected to:</u>		
(A)	<u>analyze how African American achievements in science and technology has contributed to economic and social development in the United States including Henrietta Lacks, Daniel Hale, Charles Drew, and the NASA computing pool (H);</u>	<p>We chose to remove the names of Katherine Johnson and Mary Jackson because we feel like it is important to highlight that it was not just two exceptional women, but a whole pool of talented women.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Katherine Johnson, NASA Space Task Group</li> <li>• Mary Jackson, NASA engineering</li> <li>• Henrietta Lacks, unwilling donor of tissue used for revolutionary medical research and technology</li> <li>• Daniel Hale, heart surgeon</li> <li>• Charles Drew, blood plasma</li> <li>• Charles Bolden, NASA</li> <li>• Tuskegee Syphilis Experiments</li> </ul>	1

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<p><u>(B)</u></p>	<p><u>evaluate how the Black church tradition and ideas of full citizenship, freedom, dignity, and American identity influenced the different art forms during the Civil Rights Movement (G, H);</u></p>	<p>TEKS Guide:  Film and Acting</p> <ul style="list-style-type: none"> <li>• Oscar Micheaux</li> <li>• Sidney Poitier</li> <li>• Diane Carrol</li> <li>• Ruby Dee</li> <li>• Ozzie Davis</li> <li>• Cicely Tyson</li> <li>• Nichelle Nichols</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Alvin Ailey</li> <li>• Dance Theater of Harlem</li> </ul> <p>Literature</p> <ul style="list-style-type: none"> <li>• James Baldwin</li> <li>• Lorraine Hansberry</li> </ul> <p>Visual Arts</p> <ul style="list-style-type: none"> <li>• Gordon Parks</li> <li>• Eric Barnes</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>• Motown: Marvin Gay, The Supremes</li> <li>• Protest songs such as “Wade in the Water” and “Lift Every Voice”</li> <li>• Negro Spirituals</li> <li>• Folk Songs</li> <li>• Evolution of Jazz: Miles Davis</li> <li>• Rock and Roll: Little Richard, Jimi Hendrix, Chuck Berry</li> <li>• Celia Cruz</li> </ul> <p>Architecture</p> <ul style="list-style-type: none"> <li>• Paul Revere Williams</li> <li>• Beverly Lorraine Greece</li> </ul>	<p>4</p>
<p><u>(C)</u></p>	<p><u>describe the significance of Black civic organizations and Black philanthropy including 100 Black Men, The Greenbook, and United Negro College Fund during the Civil Rights Era (C/G); and</u></p>		<p>1</p>
<p><u>(D)</u></p>	<p><u>describe the reactions to and influence of <i>Native Son</i> by Richard Wright, <i>Raisin in the Sun</i> by Lorraine Hansberry, <i>Black Like Me</i> by John Howard Griffin, and <i>Go Tell it on the Mountain</i> by James Baldwin.</u></p>		<p>1</p>

(14)	<p><u>Black Power and Dissenting Voices: 1965-1991: The student understands the advancements, the varying reactions, and the challenges facing the African American community in the immediate Post-Civil Rights Era. The student is expected to:</u></p>	<p>TEKS Guide: This time period begins as the philosophical views of the Civil Rights Movement shift from nonviolence to Black Power. There are many dissenting voices splintering the national dialogue. This splintering can be seen in political realignments, traditional versus progressive black activism, and along gender lines.</p>	
(A)	<p><u>explain the effects of eminent domain and redlining on the settlement patterns, urban development, and socio-economic mobility of the African American community.</u>  <del>analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development (E, G);</del></p>	<p>Was 7D, added the tie to economic mobility to explain the significance of these policies beyond the time period</p> <p>Work Group B social studies analytical discipline skills</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• The second wave of the Great Migration</li> <li>• Socio-economics mobility: the ability for families and communities to move into the middle class and develop generational wealth</li> <li>• Additional topics: end of Second Great Migration, Moynihan Report</li> <li>• Resources: <i>The Color of Law</i> by Richard Rothstein, <i>Paved a Way</i> by Colin Yarborough (focuses on the City of Dallas), <a href="#">Mapping Inequality</a> webpage</li> </ul>	1

<p>(B)</p>	<p><u>evaluate the impact of <i>affirmative action</i>, celebrity civic involvement, and philanthropy on the social and political advancements of African American communities (C/G, H);</u></p>	<p>Affirmative action was taken from 9E and 10B</p> <p>We wanted to focus on advancements from this era due to factors beyond affirmative action, allowing for agency from the Black community.</p> <p>Character Traits 3 Caring B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• <a href="#">Definition and resource for Affirmative Action</a></li> <li>• Affirmative Action: <ul style="list-style-type: none"> <li>○ Increased enrollment in predominately White institutions (PWI)</li> <li>○ Increased representation in professional workforce</li> <li>○ Primary sources: JFK’s Executive Order 10925, LBJ’s Executive Order 11246 or his 1965 Howard Commencement address, and Regents of the University of California v. Bakke</li> </ul> </li> <li>• Celebrity civic involvement and philanthropy <ul style="list-style-type: none"> <li>○ Aretha Franklin</li> <li>○ Harry Belafonte</li> <li>○ Muhammed Ali</li> <li>○ Sidney Poitier</li> <li>○ James Brown</li> <li>○ John Johnson</li> </ul> </li> </ul>	<p>1</p>
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(C)	<p><u>describe the major political achievements of <i>Barbara Jordan, Shirley Chisholm, and other African American politicians (C/G)</i></u>;</p>	<p>Barbara Jordan and Shirley Chisholm came from 6B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Adam Clayton Powell</li> <li>• Andrew Young</li> <li>• David Dinkins</li> <li>• Harold Washington</li> <li>• Carl B. Stokes</li> </ul>	0.5
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<p>(D)</p>	<p><u>describe how Black pride and artistic expression, renewed Pan-Africanism, Black counter-culture, messages of the movement, and an exploration of historic roots were reflected in various genres of art like performing arts, visual arts, fashion, and literature;</u></p>	<p>Work Group B social studies analytical discipline skills</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Black is Beautiful cultural movement</li> <li>• Jean-Michel Basquiat, preeminent visual artist</li> <li>• Maya Angelou, formerly included in SEs</li> <li>• Faith Ringgold, <i>the American People Series</i>, 1967, and <i>Tar Beach</i>, 1991</li> <li>• Nina Simone, “Young, Gifted and Black”</li> <li>• James Brown, “Say it Loud, I’m Black and I’m Proud”</li> <li>• John Singleton, filmmaker</li> <li>• Levar Burton, <i>Roots</i> and <i>Reading Rainbow</i></li> <li>• Black representation and education through <i>Sesame Street</i></li> <li>• Amiri Baraka, former TEKS</li> <li>• Melvin Peebles, leverages a student’s background knowledge</li> <li>• Alex Haley, <i>Roots</i> influencing the popularity of genealogy</li> <li>• African influenced fashion such as dashikis</li> <li>• Fashion Fair, fashion and cosmetics company targeting Black women</li> <li>• Beverly Johnson, first Black supermodel, expanding the idea of beauty</li> <li>• Soul Train</li> <li>• Grace Jones, widely known model</li> <li>• Octavia Butler, sci-fi</li> <li>• Black TV: <i>Good Times</i>, <i>the Jeffersons</i>, <i>The Cosby Show</i>, <i>A</i></li> </ul>	<p>1</p>
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		<i>Different World, Sanford and Sons</i> (Consider analyzing the continuities and changes in the TV from the 70s and 80s, whose stories are being told and how the Black community is represented in multi-dimensional ways, using <i>Good Times</i> and <i>The Cosby Show</i> )	
(E)	<u>trace the significance of ongoing conversations about identity nomenclature including Colored, Negro, Black, Afro-American, and African American (H):</u>	<p>Was 11C, we did try to reframe the SE to eliminate the “including,” but it did not translate clearly to student objectives. We added terms Colored, Afro-American and African American to accurately reflect the chronological discussion of identity within the African American community.</p> <p>Character Traits 3 Caring A CCRS II.B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>The work group recommends that TEA content specialists provide definitions and historical context for each term</li> </ul>	0.5
(F)	<u>explain the impact of John H. Johnson, Earl G. Graves, and Reginald Lewis on Black American business entrepreneurship (E, H):</u>	<p>John H. Johnson and Earl Graves came from a list in 6B.</p> <p>This was added to emphasize the economic and cultural contributions of Black entrepreneurs from this time period.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>The work group recommends that TEA content specialists provide links to resources on John H. Johnson, Earl G. Graves, and Reginald Lewis</li> </ul>	0.5

(G)	<p><u>evaluate the economic impact of the American <i>labor movement and organized labor unions</i> on African Americans including National Domestic Worker’s Union and the Poor People’s Campaign (C/G, E);</u></p>	<p>Labor movement came from 8D and organized labor unions came from 4H.</p> <p>The strand on labor movement and organized labor unions was overly broad, so we included it here with organized labor that is specific to the era.</p> <p>Character Traits 4 Citizenship C</p>	1
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<p>(H)</p>	<p><u>analyze the external and internal causes and effects of the rise and collapse of African American political organizations including government intervention and the evolving perspectives of Martin Luther King, Jr., Malcolm X, Student Nonviolent Coordinating Committee, and the Black Power movement; and</u></p>	<p>This was added to track the continuing evolution, and the rise and collapse of African American political organizations of organized efforts to help the African American community access the full citizenship.</p> <p>Work Group B social studies analytical discipline skills Character Traits 2 Responsibility B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Primary Sources: MLK’s “I have a Dream Speech,” <i>Letter from Birmingham Jail</i>, MLK’s “Beyond Vietnam” speech, MLK’s speech in Watts, MLK interview with NBC News 1967 on the “New Phase of Civil Rights,” Malcolm X’s “Ballot or the Bullet” and “Message to the Grass Roots” speeches, Malcolm X’s interview on <i>Front Page Challenge</i> (1965), Malcolm X’s last speech at the Audubon Ballroom, John Lewis’s speech at the March on Washington (1963), Carmichael’s “Black Power Speech” (1966), photo of Carlos and Smith’s 1968 Olympics Black Power salute, <i>Black Panther Party’s 10 Point Program</i>, documentation of COINTELPRO from vault.fbi.gov, Angela Davis’s Speech by Angela Davis at a Black Panther Rally in Bobby Hutton Park, Oakland (11/12/69), NYT “Angela Davis acquitted on All Charges” (June 5, 1972), Elaine Brown Cleaver’s speech on feminism (1973),</li> </ul>	<p>3</p>
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	<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">DRAFT</p>	<p><i>Combahee River Collective Statement</i>, Audre Lorde’s speech <a href="#">“Learning from the 60s” (1982)</a>, Edward Brooke III’s Commencement Address to the Wellesley College Class of 1969, Thomas Sowell’s Fairmont Conference Speech, Patricia Robinson’s “Women’s Liberation has a Different Meaning for Blacks,” Nikki Giovanni’s “Woman Poem,” President Reagan’s Radio Address to the Nation on Welfare Reform (August 1987), Ruth-Marian Baruch’s Black Panthers photo series</p> <ul style="list-style-type: none"> <li>• Resource: Berry and Gross’s <i>A Black Woman’s History of the United States</i> anthology, Ch. 9-10</li> <li>• Key Events, Individuals, and Groups: <ul style="list-style-type: none"> <li>○ Poor People’s Campaign</li> <li>○ MLK’s views on Vietnam</li> <li>○ Watts Riots</li> <li>○ Memphis Sanitation Worker’s Strike</li> <li>○ MLK’s Assassination</li> <li>○ Malcolm X’s break with the Nation of Islam</li> <li>○ Malcolm X’s Organization of Afro-American Unity</li> <li>○ Malcolm X’s Muslim Mosque, Inc.</li> <li>○ Malcolm X’s assassination</li> <li>○ Student Nonviolent Coordinating Committee (SNCC) in Lowndes County</li> <li>○ SNCC shift in leadership from John Lewis to Stokely Carmichael</li> </ul> </li> </ul>	
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		<ul style="list-style-type: none"> <li>○ The coining of the term “Black Power” by Stokely Carmichael</li> <li>○ Vietnam Young Bloods</li> <li>○ “Black Power” protest at the Olympics in 1968</li> <li>○ Black Panthers under Fred Hampton</li> <li>○ Assassination of Fred Hampton</li> <li>○ COINTELPRO, counter-intelligence program investigations of Black Power groups</li> <li>○ Angela Davis and her trial</li> <li>○ Elaine Brown Cleaver</li> <li>○ Combahee River Collective</li> <li>○ Audre Lorde</li> <li>○ Nikki Giovanni</li> <li>○ The Reagan Revolution</li> <li>○ Thomas Sowell</li> <li>○ Edward Brooke, III</li> <li>○ Marsha P. Johnson</li> </ul>	
(I)	<p><i>describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as including Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Ben Carson (E, H) Neil deGrasse Tyson.</i></p>	<p>Was 16C, was split chronologically.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>● Mae Jemison, astronaut</li> <li>● Ben Carson, heart surgery</li> <li>● Guion Bluford, astronaut</li> <li>● Ronald McNair, astronaut</li> <li>● Patricia Bath, laser cataract surgery</li> <li>● Jerry Lawson, video game cartridge</li> </ul>	0.5

<p>(6)(15)</p>	<p><u>Modern Black America: 1984-today: <del>History</del>. The student understands African American political progress made and challenges faced by African Americans and their influence on African American culture from the post-Civil Rights Era 1984 to the present contemporary times. The student is expected to:</u></p>	<p>Comprehensive Crime Control Act (1984) signals a shift in the Black community due to the War on Drugs and the dissenting conservative voices of the 1980s. This sets up what we think of as the modern Black family. This turning point establishes the issues facing the modern Black activists. This is also a time where you see the widening gap economically, socially, and culturally between the urban Black community and the Black middle class. This also is a time when social programs are contracting, affecting the Black community, with repercussions until today.</p>	
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<p>(A)</p>	<p><u>analyze selected trace the continuities and changes of the contemporary African American political environment, rights, and activism issues that have led to diverse points of view in public discourse on civil rights, including (C/G); and</u></p>	<p>9F and 11D are combined here and edited to include more clearly the historical skill and era.</p> <p>Work Group B social studies analytical discipline skills</p> <p>Character Traits 1 Trustworthiness B</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Jesse Jackson</li> <li>• Rainbow PUSH Coalition</li> <li>• Eleanor Holmes Norton</li> <li>• Carol Mosely Braun</li> <li>• Contract with America</li> <li>• LA Riots, ethnic enclaves, Rodney King, and Latasha Harlans, clustered poverty networks</li> <li>• Million Man March</li> <li>• Ron Kirk, Mayor of Dallas and US Trade Representative</li> <li>• Black Lives Matter organization (Alicia Garza, Patrisse Cullors, and Opal Tometi) and movement (organic and decentralized, social media)</li> <li>• Colin Kaepernick’s protest</li> <li>• Debates over police force (Michael Brown, George Floyd, Sandra Bland, Botham Jean, Atatiana Jefferson)</li> <li>• Extra-judicial killings (Trayvon Martin, Ahmed Arbury)</li> <li>• Republican Leaders: Condoleezza Rice and Colin Powell</li> <li>• Democratic Leaders: Barack Obama and Kamala Harris</li> <li>• Divestment from South Africa Movement</li> </ul>	<p>5</p>
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(B)	<p><u>compare and contrast</u> <del>describe</del> <u>contemporary issues</u> <u>disparities in education for African American students</u>, <del>such as the school to prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities.</del> <u>(C/G, E);</u></p>	<p>15C, was revised to include a skill and eliminate the “such as” list which will be moved into the TEKS guide and expanded.</p> <p>Work Group B social studies analytical discipline skills</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• School-to-prison pipeline</li> <li>• Opportunity gaps</li> <li>• Overrepresentation in special education</li> <li>• Underrepresentation in gifted and talented opportunities</li> <li>• Affirmative Action Cases: Hopwood v. Texas, Grutter v. Bollinger, and Fisher v. University of Texas</li> <li>• Legislation: <i>No Child Left Behind</i> and <i>Race to the Top</i>, charter schools, and voucher programs</li> <li>• The decline and resurgence of HBCU’s and their continued significance to Black Americans</li> </ul>	2
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(C)	<p>describe the reactions to and analyze the influence of primary sources selected works by African American authors such as <del>The Souls of Black Folk by W.E.B. Du Bois, Native Son by Richard Wright, Their Eyes Were Watching God by Zora Neale Hurston, Beloved by Toni Morrison and Between the World and Me by Ta-Nehisi Coates, and primary sources from other African American authors; and Eyes on the Prize by Henry Hampton;</del></p>	<p>14D, was revised to include a clear skill and purpose, to delete the “such as” list, and to better reflect chronology.</p> <p>Work Group B research and inquiry Work Group B media literacy</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• <i>The Color Purple</i> by Alice Walker</li> <li>• bell hooks</li> <li>• the 2018 posthumous release of <i>Barracoon</i> by Zora Neale Hurston</li> <li>• Edwidge Danticat <i>Krik? Krak!</i></li> <li>• Angie Thomas <i>The Hate U Give</i></li> <li>• Ernest Gaines <i>A Lesson Before Dying</i></li> <li>• Elizabeth Acevedo <i>The Poet X</i></li> <li>• Amanda Gorman</li> <li>• Colson Whitehead</li> </ul>	2
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(D)	<p>evaluate the changes in government immigration policies that caused an <del>identify and describe the</del> <u>increasing diversity of peoples of African ancestry such as including Afro-Indigenous, Afro-Latinos, Afro-Caribbeans, and recent African immigrants (C/G, G)</u>;</p>	<p>11E, was revised to more clearly identify the skill, and to eliminate the “such as.”</p> <p>Work Group B research and inquiry</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Changing government immigration policies: Immigration Reform and Control Act of 1986, Immigration Act of 1990 and the H-1B Visa Program, Plyer v. Doe (1982), Haitian Refugee Immigrant Fairness Act of 1998, Creation of ICE, DREAM Act, Barack Obama’s relations with Cuba, Covid-19 immigration restrictions, Sanctuary Cities</li> <li>• Refugee Crises: Haitian earthquake (2010), Cuban Rafter Crisis (1994), Mariel Boat Lift (1980)</li> <li>• Increasing Diversity: Ethnic enclaves in large cities especially Houston, role of higher education for Afro-Caribbean and African professional immigrants</li> <li>• Afro-Indigenous: Descendants of Freedman with tribal membership</li> </ul>	2
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<p>(E)</p>	<p><u>trace the development of rap, hip hop, and R&amp;B to previous African American musical genres, while evaluating their social and political implications (H):</u></p>	<p>This SE was included to leverage students’ background knowledge in order to increase contextualization and incorporate the skill of change over time.</p> <p>Work Group B research and inquiry Work Group B media literacy</p> <p>TEKS Guide</p> <p>Resources: <a href="#">Carnegie Timeline of African American Music</a>, <a href="#">Music Map</a>, <a href="#">“Boogie Woogie May Be Texas’s Most Influential Musical Export”</a>, Nelson George’s <i>Hip Hop America</i></p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Dirty South in Houston</li> <li>• The “Quiet Storm” Era from Howard University’s WHUR radio, from Smokey Robinson</li> <li>• Gangsta Rap (Public Enemy and NWA)</li> <li>• Sampling</li> <li>• History of jazz</li> <li>• Role of the Black church music</li> <li>• Call-and-response</li> <li>• Syncopation</li> <li>• Acapella</li> <li>• Blues</li> <li>• Do-wop</li> <li>• Go Go</li> </ul>	<p>2</p>
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(F)	<p><u>trace the development of step dance, popular dance, hip hop, and modern dance to previous African American dance genres, while evaluating their contributions to the shared identities of various groups (H).</u></p>	<p>Work Group B research and inquiry</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Step: <ul style="list-style-type: none"> <li>○ Stepping from Divine 9 tied to African traditional dance</li> </ul> </li> <li>• Popular dance: <ul style="list-style-type: none"> <li>○ James Brown</li> <li>○ Michael Jackson</li> <li>○ Chris Brown</li> <li>○ Line dancing</li> <li>○ <a href="#">Resource for social dances</a></li> </ul> </li> <li>• Hip Hop: <ul style="list-style-type: none"> <li>○ Twerking ties to Katherine Dunham’s undulations and to the Mapouka dance from Ivory Coast</li> </ul> </li> <li>• Modern Dance <ul style="list-style-type: none"> <li>○ Gregory Hines</li> <li>○ Alvin Ailey</li> <li>○ Pearl Primus</li> </ul> </li> </ul>	1
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DRAFT

(G)	<p><u>describe how barrier-breaking art, mainstream success, redefinition of classical forms of art, Black pride and artistic expression, messages of the movement, and an exploration of historic roots were reflected in various genres of art like performing arts, visual arts, fashion and literature (H);</u></p>	<p>This SE was divided from 14F a previous standard to better reflect chronology. The additions were included to leverage students’ background knowledge. We felt it was important to include a contemporary example from each category.</p> <p>TEKS Guide</p> <ul style="list-style-type: none"> <li>• EGOT: Whoopi Goldberg, Jennifer Hudson, John Legend, James Earl Jones, Quincy Jones</li> <li>• Authors: bell hooks, Audre Lorde, Colson Whitehead, B.B. Moore Campbell, Roxanne Gay, Alice Walker, Amanda Gorman, Edwidge Danticat, Elizabeth Acevedo, Walter Dean Myers, Angie Thomas, Kadir Nelson, Matthew Cherry, Kwame Alexander</li> <li>• Directors and Producers: Spike Lee, Ava Duverney, John Singleton, Shonda Rimes, Tyler Perry</li> <li>• Actors: Denzel Washington, Morgan Freeman, Angela Bassett, Viola Davis, Chadwick Boseman, Lupita Nyong’o</li> <li>• Artists: Mickalene Thomas, Kehinde Wiley, Amy Sutherland, Kara Walker, Theaster Gates, Faith Ringgold</li> <li>• Musicians: Kendrick Lamar, Beyonce, Donald Glover/Childish Gambino, Public Enemy, Tribe Called Quest, Queen Latifah, Alicia Keys, Mariah Carey, Whitney Houston</li> <li>• Architects: Norman Merrick Sklarek, William Sidney Pittman,</li> </ul>	3
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		<p>Robert Rovers Taylor, McKissack and McKissack</p> <ul style="list-style-type: none"> <li>Black entertainment networks and publications: Essence, BET</li> </ul>	
(H)	<p><u>describe the major achievements of contemporary leaders Barack and Michelle Obama, Condoleezza Rice, Colin Powell, Kamala Harris, and other African American leaders (C/G);</u></p>	<p>6B was revised to better reflect chronology, and to add Kamala Harris who has achieved a new “first” since the adoption of the last TEKS, and to incorporate American diversity reflective of the diasporic diversity (Barack Obama reflects recent African immigration, Michelle Obama reflects urban African Americans, Condoleezza Rice reflects southern rural African Americans, Colin Powell reflects Afro-Caribbean immigrants, and Kamala Harris reflects Asian and African American roots)</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>Al Sharpton</li> <li>Jill Madison</li> <li>Tom Joyner</li> <li>Catherine Hughes</li> <li>Stacey Abrams</li> <li>Eddie Bernice Johnson</li> <li>Sheila Jackson Lee</li> <li>Opal Lee</li> <li>Les Brown</li> <li>Lee Brown</li> <li>Willy Brown</li> <li>Tim Scott</li> <li>Corey Booker</li> <li>Bob Johnson</li> <li>Police Chief David Brown</li> <li>Debra Lee</li> <li>Allen West</li> <li>Cornell West</li> <li>Clarence Thomas</li> <li>Ron Dellums</li> </ul>	2

<p><u>(1)</u></p>	<p><u>evaluate the social and economic impact of the <i>War on Crime, the War on Drugs, and mass incarceration</i> on the African American community (E, H); and</u></p>	<p>Terms pulled from 9E. This was edited for clarity and to remove a long list.</p> <p>Work Group B economic analysis</p> <p>TEKS Guide</p> <p>Resource: <i>13th</i> film by Ava Duvernay</p> <p>Primary Source: Violent Crime Control and Law Enforcement Act of 1994, Anti-Drug Abuse Act of 1986, Ronald Reagan’s “Morning Again” campaign ad, “Willy Horton” campaign ad</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>• School-to-prison pipeline</li> <li>• Bryan Stevenson and the Equal Justice Initiative</li> <li>• Mandatory minimum sentencing</li> <li>• Just Say No campaign</li> <li>• Private prisons</li> <li>• <a href="#">Tulia, TX, drug bust of 1999</a></li> <li>• DARE school programs</li> <li>• Reactions by Black musical artists and Black leaders</li> <li>• Impacts on family structure</li> <li>• AIDS Crisis</li> </ul>	<p>4</p>
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(J)	<p><i>describe the contributions of <u>Marian Croak, Neil deGrasse Tyson, and other significant African Americans individuals to science, philosophy, mathematics, and technology</u> such as <del>Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison;</del> <u>(E, H) and.</u></i></p>	<p>16C was edited to better reflect chronology and include diverse perspectives.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Marian Croak, voice over internet protocol</li> <li>• Neil deGrasse Tyson, popular astrophysicist</li> <li>• Lonnie Johnson, inventor of the Super Soaker and Nerf guns, engineer at the NASA Jet Propulsion Laboratory, successfully sued Hasbro for underpayment</li> </ul>	1
(K)	<p><i><u>analyze how environmental changes impacted African American communities.</u></i></p>	<p>7D was broken up here.</p> <p>TEKS Guide:</p> <ul style="list-style-type: none"> <li>• Shingle Mountain in Dallas</li> <li>• Cancer Alley in Louisiana.</li> <li>• Flint, Michigan. water crisis</li> <li>• Hurricane Katrina</li> <li>• Environmental Justice Movement</li> <li>• Heat islands in cities</li> <li>• Food deserts</li> <li>• Reversal of the Great Migratoin</li> </ul>	2
(I)	<p><i>History. The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:</i></p>		
(A)	<p><i>identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery;</i></p>		
(B)	<p><i>describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans such as educational systems, social and political developments, family structures, global trade, and exchange; and</i></p>		
(C)	<p><i>analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade.</i></p>		

(2)	<i>History. The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:</i>		
(A)	<i>analyze the African diaspora, including the role of Africans and Europeans;</i>		
(B)	<i>compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans;</i>		
(C)	<del>describe and explain the impact of the Middle Passage on African American culture; and</del>	Overly vague, the focus of the Middle Passage has been clarified elsewhere	
(D)	<i>explain the causes for the growth and development of slavery, primarily in the Southern colonies.</i>		
(3)	<i>History. The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:</i>		
(A)	<i>analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain;</i>		
(B)	<i>describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act;</i>		
(C)	<i>analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century;</i>		
(D)	<i>analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans;</i>		
(E)	<i>analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad; and</i>		
(F)	<i>analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution.</i>		

(A)	<del>History. The student understands African American life from the Civil War through World War I. The student is expected to:</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(A)	<i>summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War;</i>		
(B)	<i>describe and analyze the successes and failures of Reconstruction;</i>		
(C)	<i>compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters;</i>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(D)	<i>explain the circumstances surrounding increased violence and extremism such as the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917);</i>		
(E)	<i>explain the impact of the convict leasing system on African Americans such as the Sugar Land 95;</i>		
(F)	<i>explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries;</i>		
(G)	<i>describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896);</i>		
(H)	<del>analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions;</del>	This is overly broad and redundant to other SEs.	
(I)	<i>examine the experiences of African American soldiers during and after World War I; and</i>		
(J)	<i>describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers.</i>		
(5)	<del>History. The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:</del>	This is overly broad and redundant to other SEs.	
(A)	<i>compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions;</i>		

(B)	<i>describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954);</i>		
(C)	<i>describe the continued struggle for civil rights in America during this time in history such as the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders;</i>		
(D)	<i>describe the interactions of the people of the diaspora relative to the struggle for civil rights;</i>		
(E)	<i>describe the impact of racism during World War II;</i>		
(F)	<i>explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion;</i>		
(G)	<i>analyze how the effects of World War II laid the groundwork for the Civil Rights Movement such as Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall;</i>		
(H)	<i>analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods such as sit ins, boycotts, marches, speeches, music, and organizations; and</i>		
(I)	<del>evaluate the extent to which the Civil Rights Movement transformed American politics and society.</del>	This is overly broad and redundant to other SEs.	
(6)	<i>History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:</i>		
(A)	<del>identify and explain the issues confronting African Americans in the continuing effort to achieve equality;</del>	This strand is too broad and redundant with many other SEs.	
(B)	<del>describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience such as John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama; and</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology. Muhammed Ali is included in the "celebrity civic involvement and philanthropy" category in an SE in the Black Power and Dissenting Voices KS.	

<del>(C)</del>	<del>analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present such as the evolving role of education in the African American community.</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
<del>(7)</del>	<del>Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:</del>	This is overly broad and redundant to other SEs.	
<del>(A)</del>	<del>explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history;</del>	This is overly broad and redundant to other SEs.	
<del>(B)</del>	<del>identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South;</del>		
<del>(C)</del>	<del>explain the westward movement and the Great Migration and summarize their impact on African Americans; and</del>		
<del>(D)</del>	<del>analyze how environmental changes impacted African American communities such as land use, settlement patterns, and urban development.</del>		
<del>(8)</del>	<del>Economics. The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:</del>		
<del>(A)</del>	<del>analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world;</del>		
<del>(B)</del>	<del>explain how sharecropping and redlining limited economic opportunities for African Americans;</del>		
<del>(C)</del>	<del>explain how economic conditions and racism contributed to the Great Migration;</del>		
<del>(D)</del>	<del>evaluate the economic impact of the American labor movement and unionism on African Americans from the late nineteenth century to today;</del>	This is overly broad and redundant to other SEs.	
<del>(E)</del>	<del>analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans such as skin color, wealth, and educational background;</del>	This is overly broad and redundant to other SEs.	
<del>(F)</del>	<del>evaluate the effectiveness of various approaches African Americans have used to solve economic issues;</del>	This is overly broad and redundant to other SEs.	
<del>(G)</del>	<del>trace the rise and development African American businesses and entrepreneurship from the late 19th century to today; and</del>	This is overly broad and redundant to other SEs.	

(H)	<i>examine the contributions of African American and Black American Business entrepreneurship such as Black Wall Street, black inventors, and the black experience in business and the economic contributions of individuals such as Madame C. J. Walker and Maggie L. Walker.</i>		
(9)	<b>Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:</b>	This is overly broad and redundant to other SEs.	
(A)	<i>compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights;</i>		
(B)	<i>explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877;</i>		
(C)	<i>analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920;</i>		
(D)	<i>analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s;</i>		
(E)	<b>analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day such as the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition; and</b>	It is being split up due to chronology.	
(F)	<i>analyze how the changing political environment has impacted civil rights from the late 20th century to the present.</i>		
(10)	<b>Government. The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:</b>	This is overly broad and redundant to other SEs.	
(A)	<i>analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights such as the Freedom Riders and the Memphis Sanitation Workers Strike;</i>		
(B)	<b>explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality such as fair housing, equal opportunity, affirmative action, and voting rights; and</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(C)	<b>identify the contributions of African American leaders at local, state, and national levels of government.</b>	This strand is too broad and redundant with many other SEs.	

(H)	<del>Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(A)	<del>trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery;</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(B)	<del>analyze how regional differences influenced political perspectives of African American communities;</del>	This is overly broad and redundant to other SEs.	
(C)	<del><i>analyze the significance and associations of identity nomenclature relevant to African Americans such as Negro and Black;</i></del>		
(D)	<del><i>analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism; and</i></del>		
(E)	<del><i>identify and describe the diversity of peoples of African ancestry such as Afro-Latinos, Afro-Caribbeans, and recent African immigrants.</i></del>		
(I)	<del>Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:</del>	This is overly broad and redundant to other SEs.	
(A)	<del>analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans;</del>	This is overly broad and redundant to other SEs.	
(B)	<del>analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and</del>	This strand is too broad and redundant with many other SEs; it is being split due to chronology.	
(C)	<del>analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.</del>	This is overly broad and redundant to other SEs.	
(J)	<del>Culture. The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:</del>	This is overly broad and redundant to other SEs.	
(A)	<del>identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture;</del>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(B)	<del>describe the influence of enslavement on African American culture;</del>	This is overly broad and redundant to other SEs.	
(C)	<del><i>identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley;</i></del>		

(D)	<i>explain the origins and characteristics of different musical genres and traditions of African Americans; and</i>		
(E)	<i>describe the expanding influence of African American music through the work of performers such as the Fisk Jubilee Singers.</i>		
(H)	<b>Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(A)	<b>describe the development and influence of blues, ragtime, jazz, and hip hop music such as the achievements of composers Scott Joplin and James Reese Europe;</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(B)	<i>describe how various African American expressions of dance forms such as tap dance, step dance, hip hop, and modern dance and the contributions of African American dancers such as the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland have contributed to the shared identity of various groups;</i>		
(C)	<b>explain the lasting impact of the Harlem Renaissance on American culture and society such as the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee;</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(D)	<i>describe the reactions to and the influence of selected works by African American authors such as The Souls of Black Folk by W.E.B. Du Bois, Native Son by Richard Wright, Their Eyes Were Watching God by Zora Neale Hurston, Beloved by Toni Morrison, and Eyes on the Prize by Henry Hampton;</i>	This is split due to chronology.	
(E)	<b>describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans such as Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey;</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	
(F)	<b>describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance; and</b>	This is overly broad and redundant to other SEs.	
(G)	<b>analyze the impact of popular culture on African Americans during significant eras.</b>	This is overly broad and redundant to other SEs.	
(H)	<b>Culture. The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:</b>	This is overly broad and redundant to other SEs. The topics will be split into new SEs due to chronology.	

(A)	<del>describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws;</del>		
(B)	<del>analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9); and</del>		
(C)	<del>describe contemporary issues in education for African American students such as the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities.</del>		
(16)	<del>Science, technology, and society. The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:</del>	This is overly broad and redundant to other SEs.	
(A)	<del>identify examples of how advances made by African civilizations in areas such as astronomy, mathematics, architecture, and engineering have contributed to science and technology in the United States;</del>		
(B)	<del>identify examples of how industrialization was influenced by African Americans over time; and</del>		
(C)	<del>describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology such as Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson.</del>		
(17)	<del>Social studies skills. The student understands how historians use historiography to interpret the past and applies critical thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</del>		
(A)	<del>analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;</del>		
(B)	<del>analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause and effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;</del>		
(C)	<del>apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;</del>		

<del>(D)</del>	<del>evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context; and</del>		
<del>(E)</del>	<del>identify bias and support with historical evidence a point of view on a social studies issue or event.</del>		
<del>(18)</del>	<del>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</del>		
<del>(A)</del>	<del>create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and</del>		
<del>(B)</del>	<del>use social studies terminology correctly.</del>		
<del>(19)</del>	<del>Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</del>		
<del>(A)</del>	<del>create a visual representation of historical information such as thematic maps, graphs, and charts; and</del>		
<del>(B)</del>	<del>pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.</del>		
<del>(20)</del>	<del>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</del>		

§113.XX Ethnic Studies: Asian American Studies			
TEKS with edits		Work Group Comments/Rationale	Instructional Time
(a)	General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.	Align with other Ethnic Studies courses to be consistent with 1 course credit	
(b)	Introduction.		
(4)	<p>Ethnic Studies: Asian American Studies, an elective course, introduces students to the myriad ethnic communities that make up the Asian American population. Early topics include the effects of European imperialism, the early arrivals of the first Asians to the Americas, and the growth of these transnational communities. Additionally, the course covers the impacts of the exclusionary period, the political landscape of World War II, and the Asian American activism of the Civil Rights Movement. In the post-1965 era, topics include changing immigration patterns, the lasting effects of 9/11, and contemporary explorations of Asian American social, cultural, and political conditions. The central themes of this course include changing conceptions of Asian American identity, immigration, community formations, economic inequities, labor relations, Civil Rights activism, and transnationalism. Using primary and secondary sources, students will apply historical methods in the investigation of the micro and macro conditions that have shaped the diverse experiences and identities of Asian-origin people.</p> <p>Like many pan-ethnic groups, the boundaries of Asian American identity are fluid and constantly changing. This framework intends to capture the breadth of diversity and experiences of Asian America while acknowledging the pressing need for further systematic study of often overlooked ethnic groups.</p>	Recommendations for this class is that it could be concurrently with Social Studies Research Methods, AP Research, AP Seminar, and/or new independent studies courses.	

(c)	Knowledge and skills.		
(1)	The student understands the effects of European imperialism in Asia, the Pacific and the Americas on the early arrival of the first Asians to the Americas (1500-1870). The student is expected to:		
(A)	describe the role of Asian sailors, indentured servants, and enslaved people in the Spanish galleon trade between 1565 and 1815 and the interoceanic movement of labor and trade; (E), (G), (H)	<ul style="list-style-type: none"> <li>• Juan de Paez</li> <li>• Mirra Catarina de Jesus</li> <li>• (china poblana)</li> </ul> CCRS III.B.1	1 day
(B)	explain how knowledge of shipbuilding and fishing practices allowed Filipino sailors to survive the harsh conditions of St. Malo in the 1840s; (E), (H)	<ul style="list-style-type: none"> <li>• Manila village</li> <li>• Jacinto Quintin de la Cruz</li> <li>• “Manila men”</li> </ul> CCRS III.A.2	1 day
(C)	evaluate how Orientalism informed the early encounters between Americans and Asians, including Afong Moy and Chang & Eng Bunker; (H)	<ul style="list-style-type: none"> <li>• Orientalism (Edward Said)</li> <li>• Nathaniel and Frederick Carne</li> </ul>	2 days
(D)	analyze the expansion of the South Asian and Chinese ‘coolie’ trade in European colonies and the subsequent passage of an 1862 federal act to prohibit the coolie trade; and (E), (H)	<ul style="list-style-type: none"> <li>• Define coolie,</li> <li>• 13<sup>th</sup> amendment,</li> <li>• abolition of slavery,</li> <li>• Frederick Douglas;</li> <li>• debate about coolie labor in the United States;</li> <li>• Act to Prohibit the “Coolie Trade” by American Citizens in American vessels</li> </ul>	2 days
(E)	explain the significance of the merchant ship <i>Empress of China</i> in 1784 and how the exchange of American commodities, including ginseng for Chinese tea, furniture, and porcelain, contributed to the social status of the American elite. (E), (G), (H)	<ul style="list-style-type: none"> <li>• Access to Chinese luxury goods like tea in the Boston Tea Party;</li> <li>• George Washington;</li> <li>• Commodore Perry</li> </ul> CCRS I.D.2	2 days

(2)	The student understands the arrival, establishment and growth of Asian transnational migrant communities between 1838 and 1924. The student is expected to:		
(A)	describe how multiple push-and-pull factors led to the arrival of Chinese, Japanese, Korean, and South Asian immigrants; (E), (G), (H)	<p>Chinese</p> <ul style="list-style-type: none"> <li>• Push: Taiping Rebellion (1850-1864); land reform in Asia; Opium Wars; Hakka-Bendi Wars</li> <li>• Pull: Construction of transcontinental railroad; Gold Rush; Chinese workers in Southern plantations; recruitment by Gold Mountain firms</li> </ul> <p>Japanese</p> <ul style="list-style-type: none"> <li>• Push: Meiji restoration; Imperial expansion of Hokkaido and Okinawa</li> <li>• Pull: Japanese progeniture; recruitment to work in sugar cane in Hawai'i</li> </ul> <p>Korean</p> <ul style="list-style-type: none"> <li>• Push: Japanese expansion in 1910; Christian missionaries</li> <li>• Pull: recruitment to work in sugar cane</li> </ul> <p>South Asian</p> <ul style="list-style-type: none"> <li>• Push: land reform in Punjab; military recruitment in British empire</li> <li>• Pull: agriculture and timber industries</li> </ul>	2 days
(B)	explain the hierarchy of labor in the 19 <sup>th</sup> century Hawaiian sugar plantation economy that defined Native Hawaiian, Japanese, Korean, and Filipino social structures; (E)	<ul style="list-style-type: none"> <li>• <i>Hawai'i Netsu (Hawai'i Fever)</i></li> <li>• Hole Hole Bushi</li> <li>• Work gangs</li> <li>• Japanese strike of 1909</li> <li>• <i>Lunas</i></li> </ul> <p>CCRS II.B.5</p>	1 day

(C)	evaluate the contributions of Asian migrants to Imperial Valley agriculture in California and the Transcontinental Railroad; (E), (H)	<ul style="list-style-type: none"> <li>• Mexican-Punjabi marriages</li> <li>• Alien Land Laws</li> <li>• 1867 Chinese Workers Strike</li> <li>• “Celestials”</li> <li>• Promontory Point, Utah</li> <li>• “A Chinamen’s Chance”</li> </ul>	1 day
(D)	analyze the role of imperialism in the annexation of the Kingdom of Hawai’i and the occupation of the Philippines; and (C/G), (E), (G), (H)	<ul style="list-style-type: none"> <li>• Explore nuances in the annexation of the Kingdom of Hawai’i</li> <li>• Queen Lili’uokalani</li> <li>• kānaka maoli</li> <li>• Benevolent assimilation</li> <li>• Emilio Aguinaldo</li> <li>• “Little brown brothers”</li> <li>• Pensionado Act of 1903</li> </ul> <p>CCRS I.C.2</p>	2 days
(E)	analyze the ways early Asian immigrants responded to nativism, including community building through the development of religious spaces and the legal activism of <i>Tape v. Hurley</i> (1885). (C/G), (G)	<ul style="list-style-type: none"> <li>• Native Sons of the Golden West</li> <li>• Asiatic Exclusion League (1907)</li> <li>• Mary and Joseph Tape; Mamie Tape</li> <li>• “Oriental school”</li> <li>• Buddhist temples and churches</li> </ul> <p>CCRS I.E.4</p>	2 days
(3)	The student understands the justifications for and ramifications of the exclusionary period between 1875 and 1945. The student is expected to:		
(A)	explain the causes and effects of the passage of the Page Act of 1875, the Chinese Exclusion Act of 1882, and the Gentlemen’s Agreement of 1907; (C/G), (E), (H)	<ul style="list-style-type: none"> <li>• Yellow Peril</li> <li>• Chinese Massacre of 1871</li> <li>• Boxer Rebellion (1899-1901)</li> <li>• ethnic enclaves and perceived labor scarcity</li> <li>• Chinatowns</li> <li>• Horace Greeley</li> </ul>	2 days
(B)	explain the ways the Supreme Court shifted definitions of race to determine citizenship in the cases <i>United States v. Wong Kim Ark</i> (1898), <i>Ozawa v. United States</i> (1922) and <i>Thind v. United States</i> (1923); (C/G), (H)	<ul style="list-style-type: none"> <li>• 1790 Naturalization Act</li> </ul> <p>CCRS II.B.1 &amp; CCRS II.B.6</p>	3 days

(C)	describe the effects of the 1917 and 1924 Immigration Acts in expanding immigration restrictions (C/G)		1 day
(D)	explain how the Tydings-McDuffie Act (1934) effectively ended Filipina/o migration in exchange for Philippine independence; (C/G), (G)	<ul style="list-style-type: none"> <li>• Change of status from U.S. nationals to aliens</li> <li>• Change in immigration quota</li> <li>• Filipino Repatriation Act of 1935</li> </ul>	1 day
(E)	evaluate how political cartoonists, including Thomas Nast and Theodor Geisel (Dr. Seuss), supported or opposed Asian inclusion in society. (C/G), (G)	<ul style="list-style-type: none"> <li>• Does this cartoon support Asian experience or does it deny</li> <li>• Include discussion of stereotyping Asian in political cartoons</li> <li>• Yellow peril</li> <li>• <i>Harper's Weekly</i> (empathetic views) vs <i>San Francisco Illustrated Wasp</i> and <i>Puck</i> magazine (xenophobic)</li> </ul> <p>CCRS IV.A.2 &amp; CCRS IV.A.3</p>	3 days
(4)	The student understands the social and cultural formation of Asian American communities during the exclusionary period (1875-1945). The student will:		
(A)	explain the establishment of Chinese American mutual aid societies, including Chinese Six Companies and hometown associations for cultural support, as well as Chinese American laundries and restaurants as a means of economic survival; (E), (G), (H)	<ul style="list-style-type: none"> <li>• Can explain the formation of Chinatowns such as Los Angeles, San Francisco, and Denver, as ethnic enclaves that shielded and reinforced Chinese immigrants from xenophobia</li> <li>• <i>Fongs</i></li> <li>• <i>Tongs</i></li> <li>• Chinese language schools</li> <li>• Chinatown YMCA and YWCA</li> </ul> <p>CCRS I.E.1 &amp; CCRS I.E.3</p>	2 days

(B)	describe how Filipino migrant categorization as wards of the state led to migrant labor networks between Hawai'i, Alaska, and the western United States; (E), (G)	<ul style="list-style-type: none"> <li>• <i>hawaiianos</i></li> <li>• <i>alaskeros</i></li> <li>• Hawaiian Sugar Plantation Association</li> <li>• <i>Anak ng Bukid</i> (Children of the Farm)</li> <li>• Filipino Labor Union</li> <li>• 1933 Salinas Lettuce Strike</li> </ul>	1 day
(C)	interpret the firsthand experiences of Japanese, Korean, and Okinawan picture brides through primary sources; (G), (H)	<p>Early catfishing</p> <p>Primary Sources</p> <ul style="list-style-type: none"> <li>• <a href="https://encyclopedia.densho.org/Picture_brides/">https://encyclopedia.densho.org/Picture_brides/</a></li> <li>• -https://sites.google.com/a/hawaii.edu/ndnp-hawaii/Home/historical-feature-articles/picture-brides</li> </ul> <p>CCRS IV.A.1, IV.A.4, IV.A.5, IV.B.1</p>	3 days
(D)	summarize the historical importance of “General Pershing’s Chinese” and their later settlement in Texas as a result of their service to the 1917 US Army Mexican Expedition; (G), (H)	<ul style="list-style-type: none"> <li>• Fort Sam Houston, San Antonio</li> </ul>	2 days
(E)	describe the establishment of Japanese American rice colonies and cotton farms on the Texas Gulf Coast in the Pre-World War II period; and (G), (H)	<ul style="list-style-type: none"> <li>• Seito Saibara</li> <li>• Shinpei Mykawa</li> <li>• Kichimatsu Kishi</li> </ul> <p>CCRS I.A.6</p>	2 day
(F)	compare the experiences of Asian migrants arriving through Angel Island with the experiences of European migrants arriving through Ellis Island using primary sources, including Angel Island poetry. (G), (H)	<p>Angel Island poetry expresses response to treatment</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> <li>• Digital Public Library of America</li> <li>• Angel Island Immigration Station Foundation</li> </ul> <p>CCRS IV.A.2</p>	5 days

(5)	The student understands the changes and continuities of the Asian American experience during the WWII period. The student is expected to:		
(A)	analyze the events leading up to Executive Order 9066, forced relocation of Japanese Americans to incarceration centers, including in Crystal City, TX, and forms of individual and community resistance against racism; (C/G), (H)	<ul style="list-style-type: none"> <li>• Pearl Harbor</li> <li>• Japanese Peruvians</li> <li>• War Relocation Authority incarceration centers (11)</li> <li>• Department of Justice incarceration centers (Crystal City)</li> <li>• Gordon Hirabayashi</li> <li>• Fred Korematsu</li> <li>• “no-no boys”</li> <li>• Isamu Taniguchi</li> </ul> CCRS I.A.4, IV.A.5	5 days
(B)	evaluate the social and racial impact of Executive Order 9066 on other East Asian Americans; (C/G), (G)	<ul style="list-style-type: none"> <li>• Racial profiling; period of solidarity between African American and Asian communities</li> <li>• LIFE Magazine: “How to Tell the Japs from the Chinese” (1941)</li> <li>• Alien Registration Act (Korean Americans)</li> </ul>	2 days
(C)	identify the contributions of Asian American wartime efforts during World War II, including wartime industry efforts, the Chinese War Relief Association (CWRA), and 442 <sup>nd</sup> Regimental Combat Team; and (C/G), (H)	<ul style="list-style-type: none"> <li>• 100 Battalion,</li> <li>• Chinese Rice Bowl Parties;</li> <li>• Hazel Ying Lee part of Women Airforce Service Pilots (WASP);</li> <li>• Women’s Army Corps (WAC);</li> <li>• Women Accepted for Volunteer Emergency Service (WAVES) as part of the Navy;</li> <li>• Japanese American unit of the Military Intelligence Service;</li> <li>• “Chinese Daughters of Uncle Sam,”</li> <li>• “Tiger Brigade”</li> </ul>	3 days
(D)	analyze how Asian Americans leveraged courts to defend and advance their rights, including <i>Hirabayashi v. United States</i> (1943), <i>Yasui v. United States</i> (1943), <i>Korematsu v. United States</i> (1944), and <i>Ex parte Endo</i> (1944). (C/G), (H)	CCRS I.C.3, II.A.1	3 days

(6)	The student understands the evolving domestic and foreign policy decisions impacting Asian migration and settlement in the post-World War II U.S. The student is expected to:		
(A)	analyze how US-China relations changed during WWII, and the resulting passage of the Magnuson Act of 1943; (C/G), (G)	<ul style="list-style-type: none"> <li>• Madame Chiang Kai-shek’s visit to the U.S.</li> <li>• Influx of Chinese women (7,500 between 1947 to 1950); reference 1875 Page Act</li> </ul>	1 day
(B)	describe the increase in Korean immigration to the United States as a result of the Korean War, including war brides and transracial adoptees; (C/G), (G)	<ul style="list-style-type: none"> <li>• Transnational – a person whose cultural citizenship spans 2 or more nations</li> <li>• Transracial adoptee – a child of one racial background adopted into a family of another racial background</li> <li>• American Red Cross’ bride schools</li> <li>• “Global family making” (Catherine Ceniza Choy)</li> <li>• Since 1950, 200,000 Korean children have been adopted transnationally</li> </ul> <p>CCRS I.A.4, III.A.1</p>	1 day
(C)	analyze the effects of the Vietnam War on migration from Southeast Asia, including refugees and transracial adoptees; and (C/G), (G)	<ul style="list-style-type: none"> <li>• Fall of Saigon (1975)</li> <li>• First, Second &amp; Third Wave</li> <li>• “Boat People”</li> <li>• Secret War</li> <li>• Operation Babylift</li> <li>• General Vang Pao</li> <li>• Hmong American History</li> <li>• Settlement of Vietnamese refugees on US Gulf Coast (Seadrift)</li> </ul> <p>CCRS I.A.4, III.A.2</p>	3 days

(D)	compare the impacts of the War Brides Act (1945) and the Luce-Celler Act (1946). (C/G)	Listed separately from Korean War because of different Asian regions and different policies  Importance of War Brides Act in changing the demographic composition of Asian America (arrival of Asian women in large numbers for the first time)  Luce-Celler Act: Naturalization of Filipina/o and Indian Americans for the first time. Quota system of 100 a year	1 day
(7)	The student understands the social and cultural changes to Asian American communities beginning in the 1960s as a result of activism. The student is expected to:		
(A)	analyze the role of Asian American women in the Civil Rights Movement, including Grace Lee Boggs, Kazu Iijima, and Patsy Mink; (H)	Various Asian American women's groups National Organization of Pan-Asian Women – first organization to address public policy concerns  CCRS I.B.3, I.E.3, II.B.4, II.B.6	2 days
(B)	evaluate the role of interracial solidarity in the Civil Rights Movement, including Richard Aoki as a founding member of Black Panthers, Yuri Kochiyama's relationship with Malcolm X, Larry Itliong's relationship with Cesar Chavez, and the Red Guard Party's involvement in the Rainbow Coalition; (H)	CCRS I.E.1, III.A.3	3 days
(C)	compare the economic impacts of labor movement organizations on Asian Americans, including the Japanese Mexican Labor Association, United Farm Workers, Chinese Ladies Garment Workers Union, and Alliance of South Asian American Labor; (C/G), (E), (H)	New York cab drivers' union  CCRS I.E.1, II.B.5, III.A.3	3 days

(D)	<p>compare the advantages and disadvantages of uniting distinct Asian American ethnic identities starting with the pan-ethnic Asian American movement; (G), (H)</p>	<p>Drawbacks:</p> <ul style="list-style-type: none"> <li>• Erasure of Southeast Asian identity,</li> <li>• South Asian identity;</li> <li>• income;</li> <li>• educational,</li> <li>• social,</li> <li>• religious,</li> <li>• immigration,</li> <li>• diversity among at least 30 different groups</li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• Unification towards civil rights;</li> <li>• political representation; ability of different groups being able to come together</li> </ul> <p>Nomenclature</p> <ul style="list-style-type: none"> <li>• Asian American Pacific Islander (AAPI),</li> <li>• Asian Pacific Islander Desi American (APIDA),</li> <li>• Asian American Native Hawaiian Pacific Islander (AANHPI)</li> </ul> <ul style="list-style-type: none"> <li>• Asian American coined by Emma Gee and Yuji Ichioka in the 1960s as a counter to racial slurs</li> <li>• Term also changes according to historic and contextual factors; individual preferences</li> </ul> <p>CCRS II.B.1</p>	5 days
(E)	<p>compare the role of the Gidra newspaper and its art on Asian Americans and the larger student movement; (G)</p>	<ul style="list-style-type: none"> <li>• Historic organizing of student activist groups</li> <li>• San Francisco State and UC Berkeley (Chinese, Filipina/o, Japanese, and Korean)</li> </ul> <p>CCRS IV.A.1, IV.A.2, IV.A.5, IV.C.1</p>	3 days

(F)	analyze the impact of Asian anti-war and anti-imperial ideologies on the Civil Rights Movement, including MLK’s visit to India and Malcolm X’s activism after the Bandung Conference; and (G)	<ul style="list-style-type: none"> <li>Asian decolonization movements centered in British India, French Indochina, Dutch East Indies</li> <li>MLK “Beyond Vietnam Speech” (1967)</li> <li>Student Nonviolent Coordinating Committee (NCSS)</li> </ul> CCRS II.B.4	3 days
(G)	analyze the lasting impacts of Asian American movements, including the birth of Asian American studies, the Asian American women’s movement, and redress for the World War II incarceration of Japanese Americans. (C/G), (H)	<ul style="list-style-type: none"> <li>Emergence of Yellow Power Essay (1969)</li> <li>Oriental Concerned</li> <li>Asian American Political Alliance (AAPA)</li> <li>Asian Americans for Action (AAA)</li> <li>Third World Liberation Front</li> <li>Commission on Wartime Relocation and Internment of Civilians</li> <li>Civil Liberties Act of 1988</li> <li>Fred Korematsu-Presidential Medal of Freedom</li> </ul>	3 days
(8)	The student understands the demographic and political changes to Asian American communities beginning in the 1960s as a result of changing immigration patterns. The student is expected to:		
(A)	explain the role of the 1965 Immigration and Nationality Act (Hart-Cellar Act) on the demographic restructuring of U.S. society; and (C/G), (G)	<ul style="list-style-type: none"> <li>Removed de facto discrimination against non-Western and non-Northern European ethnic groups from American immigration policy</li> <li>Immigration and Nationality Act (1965) aka Hart-Cellar Act; impacted the prior restriction of 50 immigrants from the Philippines</li> </ul> CCRS I.A.4, I.C.2, II.A.2, III.A.1	1 day
(B)	describe how the US military interventions in Southeast Asia contributed to the displacement and resettlement of Cambodian, Laotian, lu-Mien, Hmong, Tai Diem, and Vietnamese refugees. (C/G), (G)	<ul style="list-style-type: none"> <li>Highlight how political consciousness changed as a result</li> </ul> CCRS I.B.3, II.B.6	2 days

(9)	The student understands Asian American social justice movements that responded to racism between 1965 to 2000. The student is expected to:	<ul style="list-style-type: none"> <li>Define civil rights, social justice, advocacy</li> </ul>	
(A)	analyze how Asian Americans leveraged the equal protection clause of the 14 <sup>th</sup> Amendment in <i>Lau v. Nichols</i> (1976); (C/G)		1 day
(B)	analyze how Filipino and Chinese Americans in the San Francisco International Hotel won their anti-eviction campaign; and (H)		2 days
(C)	evaluate how the creation of Asian American For Equality (AAFE) as a result of the Confucius Plaza protest provided organizational structure for subsequent Asian American protests, including responses to Peter Yew’s attack and Vincent Chin’s murder. (C/G), (E), (H)	<ul style="list-style-type: none"> <li>Necessity for equitable employer opportunity; starting solidifying what they wanted to work for; first protest over discriminatory labor practices → brought to forefront; raised awareness/acknowledgement; recognizing Asian Americans ability to protest</li> <li>creation of Asian Americans for Equal Employment by Margaret Chin &amp; Lydia Tom</li> <li>Asian Americas For Equality vs Koch</li> <li>Helen Zia’s role during Vincent Chin protests</li> </ul> CCRS II.B.5	3 days
(10)	The student understands the effects of varying immigration statuses on the labor experiences, educational and income attainment of various Asian American groups from 1965 to the present. The student is expected to:		
(A)	analyze how differing pathways to immigration impact income inequalities and educational outcomes of various Asian immigrant groups from China, India, Korea, and Vietnam; (C/G), (E)	Focus on Chinese, Indian, Korean, and Vietnamese due to high population in Texas  CCRS I.A.4, II.B.5, III.A.1	2 days
(B)	analyze the history of Filipina/o nurses in the US and its relationship to the US occupation of the Philippines and other key events, including the 1965 Immigration and Naturalization Act and the period of martial law in the Philippines (1972-1981); (E), (G), (H)	Empire of Care: Nursing and Migration in Filipino American History (Catherine Ceniza Choy, 2003) Refer to US imperialism in the Philippines and the establishment of nursing academies; Tydings-McDuffie Act (TEKS 3(d))	3 days

(C)	explain the role of the Refugee Act of 1980 in influencing the socioeconomic and educational outcomes of the first generation of Southeast Asian American refugees as well as future US refugee resettlement policy; (C/G), (E), (H)	First formal US refugee settlement policy	2 days
(D)	compare the different socioeconomic conditions of those with temporary immigration statuses, including Temporary Protected Status (TPS) and undocumented status, to the socioeconomic conditions of those with permanent legal status; and (C/G), (E), (G)	Access to resources, education, income, family formation, marriage, psychological wellbeing	2 days
(E)	explain how the US need for specialized labor in STEM fields during the Cold War led to the creation of the H-1B Visa category and the resulting high-income attainment of some groups of Asian Americans. (C/G), (E)	Chinese and Indian groups are the largest growing demographic groups; income and educational attainment are the highest; perpetuation of model minority myth  H-1B visa category was created in 1990  CCRS I.D.2, II.B.5	2 days
(11)	The student understands the concepts of the model minority myth and perpetual foreigner in describing the political, cultural, and social conditions of Asian Americans from World War II to present. The student is expected to:		
(A)	define the model minority myth and the perpetual foreigner idea; (C/G), (G)	CCRS II.B.1, II.B.6	2 day
(B)	describe the ever-shifting labeling of different Asian American groups as either model minorities or perpetual foreigners dependent on historical events and social contexts; (C/G), (H)	COVID-19 & Anti-Asian hate 9/11 & Muslim-American scapegoating World War II & Japanese-American incarceration  CCRS II.B.6	3 days
(C)	analyze the role of the 1966 Petersen article “Success Story Japanese-American Style” in propagating the model minority myth; and (H)	War on Poverty Moynihan Report	2 days

(D)	analyze how the model minority myth influenced the racial identity of Asian Americans and their relationship to other racialized groups in the US. (G)	<ul style="list-style-type: none"> <li>Reference Claire Jean Kim (1999); Mari Matsuda</li> </ul> <p>LA Riots; Latasha Harlins;</p> <p>Sa-I-Gu;</p> <p>media coverage of “Black-Korean conflict”</p> <p>Cluster poverty networks (CPNs); redlining</p> <p>CCRS II.B.1, II.B.6</p>	2 days
(12)	The student understands the effects of 9/11 on Muslim Americans, Sikh Americans, Arab Americans and/or South Asian Americans. The student is expected to:	<ul style="list-style-type: none"> <li>Sikh Americans on 9/12</li> <li>Balbir Singh Sodhi</li> </ul>	
(A)	evaluate the impact of local and federal surveillance on the daily lives of South Asian and Arab Americans, including Christians, Muslims, and Sikhs; (C/G), (G), (H)	<ul style="list-style-type: none"> <li>Patriot Act</li> <li>“See Something, Say Something;”</li> <li>Guantanamo Bay</li> <li>War on Terror</li> <li>NYPD Mosque Surveillance Program</li> </ul>	2 days
(B)	analyze the increase of Islamophobia, racial profiling, and hate crimes against multiple Asian American communities as well as community response and resistance; and (G)	<ul style="list-style-type: none"> <li>Oak Creek, Wisconsin</li> </ul> <p>CCRS I.E.1, I.E.4</p>	2 days
(C)	evaluate the effects of 9/11 on federal immigration and travel policies, including the creation of Immigration & Customs Enforcement (ICE) and Department of Homeland Security (DHS). (C/G)	<ul style="list-style-type: none"> <li>absorption of Immigration &amp; Naturalization Services (INS)</li> <li>no-fly lists</li> <li>fast track to deportation</li> <li>National Security Entry-Exit Registration System (NSEERS)</li> </ul> <p>CCRS I.B.3, I.C.2, II.B.1</p>	3 days

(13)	The student understands the significant impact of political decisions and rhetoric on Asian Americans from 2000 to present. The student is expected to:		
(A)	explain proposed and enacted legislation for undocumented Americans that affected Asian Americans, including the Development, Relief, & Education for Alien Minors (DREAM) Act and Deferred Action for Childhood Arrivals (DACA) Executive Order; (C/G), (H)	<ul style="list-style-type: none"> <li>Asian American is second largest demographic group of undocumented Americans</li> <li>Tereza Lee</li> <li>Jose Antonio Vargas</li> </ul>	2 days
(B)	explain the role of Asian Americans in debates for and against affirmative action in higher education and employment; (G)	CCRS I.B.3, I.C.2, III.A.1 <i>Students for Fair Admissions v. Harvard (2019)</i>	1 day
(C)	evaluate the effects of Executive Order 13769 on the immigration and racial profiling of Muslims and Muslim Americans; and (C/G), (H)	<ul style="list-style-type: none"> <li>“Muslim Ban 1” and “Muslim Ban 2”; legal efforts to challenge in federal courts included groups Council on American Islamic Relations (CAIR) and American Civil Liberties Union (ACLU)</li> </ul>	2 days
(D)	analyze the increase of anti-Asian rhetoric and hate crimes as a result of the COVID-19 pandemic and the resulting community-led efforts to support Asian American women and elders. (G), (H)	<ul style="list-style-type: none"> <li>COVID-19 Hate Crimes Act</li> <li>TEAACH Act and other state-mandated legislation to teach Asian American history</li> <li>Beginning with anti-Chinese rhetoric that grew to anti-Asian hate crimes</li> <li>Midland, TX (March 2020)</li> <li>Stop AAPI Hate (organization)</li> <li>Representative Grace Meng</li> </ul>	3 days
(14)	The student understands the development of Asian American cultures and society, their diverse community cultural wealth, and the impact of shared identities and differing experiences among Asian Americans. The student is expected to:		
(A)	describe transnational identity as social and cultural citizenship in multiple nations; (G)	<ul style="list-style-type: none"> <li>Transnational identity – idea of cultural citizenship in multiple places (identifying as Chinese AND Chinese American)</li> <li>Distinguish legal citizenship from cultural citizenship</li> </ul>	1 day
		CCRS I.E.1, I.E.2, II.B.6, III.A.1	

<p>(B)</p>	<p>analyze examples of positive and negative Asian American representation in various forms of media, including television, social media, film, music, and literature; (G), (H)</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Apu from <i>The Simpsons</i></li> <li>• <i>Mulan</i> (Disney)</li> <li>• Sandra Oh as Dr. Yang from <i>Grey's Anatomy</i>,</li> <li>• Mickey Rooney from <i>Breakfast at Tiffany's</i></li> <li>• Fu Manchu</li> <li>• Lotus Flower</li> <li>• Charlie Chan</li> <li>• George Takei &amp; John Cho from Star Trek film series</li> <li>• Ali Wong</li> <li>• Anna May Wong</li>   <li>• Yellow Face and Brown Face</li> </ul> <p>CCRS IV.A.2, IV.C.1</p>	<p>2 days</p>
<p>(C)</p>	<p>describe the historic and contemporary nomenclature in describing different Asian American groups such as Southeast Asian, East Asian, and South Asian; (G)</p>	<ul style="list-style-type: none"> <li>• Southeast Asian includes: <ul style="list-style-type: none"> <li>○ Hmong</li> <li>○ Vietnamese</li> <li>○ Laotian</li> <li>○ Khmer</li> <li>○ Lu-Mien</li> <li>○ Thai</li> <li>○ Burmese (Myanmarese)</li> <li>○ Filipina/o</li> </ul> </li> <li>• East Asian includes: <ul style="list-style-type: none"> <li>○ Chinese</li> <li>○ Japanese</li> <li>○ Korean</li> <li>○ Taiwanese</li> </ul> </li> <li>• South Asian (Desi) includes <ul style="list-style-type: none"> <li>○ Indian</li> <li>○ Pakistani</li> <li>○ Bangladeshi</li> <li>○ Sri Lankan</li> <li>○ Nepali</li> <li>○ Bhutani</li> <li>○ Afghan</li> </ul> </li> <li>• Pan-regional identities are fluid and changing</li> </ul>	<p>3 days</p>

(D)	<p>evaluate the significance of Asian American women’s labor in the beauty industry, including nail salons &amp; spas; and the economic disparities within the industry;</p> <p>(E), (H)</p>	<ul style="list-style-type: none"> <li>• Significance – the prevalence, entrepreneurship, and labor inequities</li> <li>• Atlanta King’s Spa, March 2021;</li> <li>• Tippi Hedren;</li> <li>• Hair World Salon in Dallas, TX, May 2022;</li> <li>• gendered hate crimes</li> <li>• Can be taught with 13(d)</li> </ul> <p>CCRS II.B.2, II.B.5</p>	2 days
(E)	<p>analyze the influence and commodification of Asian cultural and spiritual practices from the 19<sup>th</sup> century to the present within the wellness industry, including yoga and meditation; and</p> <p>(E), (G), (H)</p>	<ul style="list-style-type: none"> <li>• Swami Vivekananda</li> <li>• Ralph Waldo Emerson</li> <li>• Henry David Thoreau</li> <li>• Boston Brahmins</li> <li>• American Orientalists</li> <li>• P.T. Barnum &amp; Iranistan</li> <li>• Transcendental yoga</li> <li>• theosophical societies</li> </ul> <p>CCRS II.B.3, II.B.4</p>	3 days
(F)	<p>identify the historic and contemporary importance of ethnic enclaves, including the Milam and Bellaire Districts in Houston, Old Oregon Street in El Paso, and Carrollton Koreatown.</p> <p>(E), (G), (H)</p>	<ul style="list-style-type: none"> <li>• Historic Chinatowns (El Paso, San Antonio, and Houston)</li> <li>• Community language schools (Chinese, Korean, Vietnamese).</li> <li>• Cultural institutions (Asia Society of Texas)</li> <li>• Temples, mosques, churches, gurdwara</li> <li>• Historic Texas restaurants (Kim Son (Houston, 1982), Joe Lung Café (Austin, 1906))</li> </ul> <p>CCRS I.E.1, I.E.2, II.B.6, III.A.1, III.A.3</p>	2 days

(15)	The students understand how Asian Americans contributed to the social, cultural, and economic development of the United States. The student is expected to:	We have chosen to use “such as” in 15(b)-15(e) due to curriculum time constraints and the vast wealth of Asian American contributions to literature, art, architecture, sports, and STEM. We would like instructors and students to explore historic figures according to classroom representation and interest.	
(A)	identify the contributions of Asian American civic leaders to US government, including Dalip Singh Saund, Mee Moua, and Norman Mineta; (C/G), (H)	<ul style="list-style-type: none"> <li>• Daniel Inouye,</li> <li>• Bobby Scott,</li> <li>• Rob Bonta,</li> <li>• Bobby Jindal,</li> <li>• Nikki Haley,</li> <li>• Elaine Chao,</li> <li>• Pramila Jayapal,</li> <li>• Rashida Tlaib,</li> <li>• Kamala Harris</li> </ul>	2 day
(B)	analyze the significance of selected works of Asian American literature such as "Two Kinds" (1989) by Amy Tan and "My Two Lives" (2006) by Jhumpa Lahiri; (G)	<ul style="list-style-type: none"> <li>• Carlos Bulosan,</li> <li>• John Okada,</li> <li>• Maxine Hong Kingston,</li> <li>• Ocean Vuong,</li> <li>• Viet Thanh Nguyen</li> </ul> <p>CCRS IV.A.1, IV.A.2, IV.A.5, IV.D.1</p>	3 days
(C)	analyze the lasting impact of Asian American art and architecture on local, national, and international culture, such as the works of I.M. Pei, Maya Lin, and Corky Lee; (G)	<ul style="list-style-type: none"> <li>• Kimo Eizo Jingu,</li> <li>• Nam June Paik,</li> <li>• Ken Nakajima</li> </ul> <p>CCRS IV.A.2, IV.A.5</p>	2 day
(D)	describe the impact of Asian American athletes in various sports such as Wataru Misaka, Sunisa Lee, Bobby Balcena, and Yao Ming; and (G)	<ul style="list-style-type: none"> <li>• Bruce Lee,</li> <li>• Kristy Yamaguchi,</li> <li>• Lo van Pham</li> </ul>	2 day

(E)	<p>summarize the contributions of significant individuals to science, philosophy, mathematics and technology, such as Duy-Loan Le, Kalpana Chawla, and Maggie Gee.</p> <p>(E), (G), (H)</p>	<ul style="list-style-type: none"> <li>• Min Chueh Chang,</li> <li>• former U.S. Secretary of Energy and Nobel Laureate Steven Chu;</li> <li>• Fazlur Rahman Khan,</li> <li>• U.S. Surgeon General Vivek Murthy,</li> <li>• Ai-jen Poo,</li> <li>• Venkatraman Ramakrishnan,</li> <li>• Gitanjali Rao,</li> <li>• Derald Wing Sue,</li> <li>• Stanley Sue,</li> <li>• Terence Tao,</li> <li>• Chien-Shiung Wu,</li> <li>• Dr. Michio Kaku</li> </ul> <p>CCRS II.A.2</p>	2 day
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§113.50. Ethnic Studies: Mexican American Studies (One Credit).			
	TEKS with edits	Work Group Comments/Rationale	Time
(a)	General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.	Recommendations for this class is that it could be concurrently with Social Studies Research Methods, AP Research, AP Seminar, and/or new independent studies courses.	
(b)	Introduction.		
(4)	<del>In</del> Ethnic Studies: Mexican American Studies, an elective course, <del>students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.</del> <u>begins from the rise of Indigenous civilizations to the Modern Era. Early topics include the emergence of Mesoamerican Societies, the Spanish Conquest and colonial society, the development of the northern Mexico Frontier, and the impact of the U.S.-Mexican Borderlands, expansionism and resistance, and the impact these struggles had on Mexican American communities. Additionally, it explores the experience of Mexican Americans in the United States within the U.S. Southwest after 1848 where students will examine the role Mexican Americans play in the social, cultural, economic, and political development of the United States. Topics include citizenship, immigration, labor relations, education, political participation, Civil Rights activism, and global connections. Through the use of primary and secondary sources, students will apply historical methods in the investigation of the micro and macro conditions that have shaped the diverse experiences and identities of Mexican-origin people.</u>	Proposed new introduction for the course.	
(2)	<del>To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</del>		
(3)	<del>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical thinking skills are taught together.</del>		

<del>(4)</del>	<del>Students identify the role of the U.S. free-enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</del>		
<del>(5)</del>	<del>Throughout social studies in Kindergarten–Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free-enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</del>		
<del>(6)</del>	<del>Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.</del>		
<del>(7)</del>	<del>State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.</del>		
<del>(A)</del>	<del>Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.</del>		
<del>(B)</del>	<del>Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3–12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."</del>		
<del>(8)</del>	<del>Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.</del>		
<del>(9)</del>	<del>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</del>		

(c)	Knowledge and skills.		
(1)	<del>History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</del>	Streamlining for chronological periodization per SBOE recommendations. The same will be true for the remaining KSSs.	
(1)	<u>Mesoamerican/North American Societies. The student understands the emergence and developments of Mesoamerican and North American civilizations and their enduring impact and legacy on the United States. The student is expected to:</u>		
(A)	<u>identify the locations and describe the physical geography of Mesoamerican societies including Olmecs, Teotihuacan, Mayan, and Mexica using maps, charts, or images (G);</u>	CCRS: I.A.1, I.A.2 TEKS Guide: <u>Other Mesoamerican societies – Toltecs, Purépecha, Zapotec, Coahuiltecan, Pueblo</u>  <u>Mexica defined as people who founded Mexico/Tenochtitlan; Scholars have defined this group as “Aztec.”</u>	2 days
(B)	<u>explain how hemispheric trade routes and agricultural advancements developed Mesoamerican societies and civilizations using primary or secondary sources (E, H);</u>	CCRS:I.a.6, 111.b.1,IV.A.4 TEKS Guide: <u>Development of Mesoamerican societies: trade routes - migration patterns, civilizations-urban centers, agriculture-irrigation techniques, astronomy, cosmology, corn, diet, inter/intra conflict;</u>	2 days
(C)	<u>explain how social and political structures shaped Mesoamerican societies and civilizations using primary or secondary sources (C/G, H);</u>	CCRS:iv.a.4  TEKS Guide: <u>social and political structures-social class, politics, gender, gendered divisions of labor, two-spirit individuals, language</u>	2 days

(D)	<u>describe and analyze Mesoamerican cultural expressions and practices embedded within language, spirituality, arts, architecture, and philosophy (G, H); and</u>	CCRS:i.e.1  TEKS Guide: <u>Language families, literature and poetry, music, murals, glyphs, sculptures, codices, deities and practices</u>	2 days
(E)	<u>examine and evaluate the impact of Mesoamerican contributions in gastronomy, mathematics, astronomy, philosophy, and architecture on contemporary society (G, H).</u>	CCRS:ii.b.4  TEKS Guide: <u>Gastronomy – the practice and art of creating cuisines;</u> <u>Architecture – structural buildings and concept of time</u> <u>Astronomy – calendar systems</u>	2 days
<del>(2)</del>	<del>History. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:</del>	See above.	
(A)	<del>explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas; and</del>	Content in red was deleted for streamlining and is now included in KSs. Aztecs renamed as Mexica in proposed 1A. New Laws and Jesuit expulsion removed for streamlining.	
<del>(B)</del>	<del>examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.</del>	Content in red was deleted and moved to the TEKS Guide in the proposed 2A, 2B, 2C.	
<del>(2)</del>	<del><u>Conquest and Colonization, 1519 – 1821. The student understands the impact and legacy of European colonization on Mesoamerican and North American civilization. The student is expected to:</u></del>		
(A)	<u>identify and explain the reasons for Spanish conquest of the Americas including empire building and religious expansion (C/G, G, H);</u>	CCRS:i.b.2  TEKS Guide: <u>Empire building – economic gain and military build-up, Malintzin, Hernán Cortés, Moctezuma,</u>	2 days

(B)	<u>analyze the impacts of Spanish colonization on the Americas including disease, enslavement, displacement, and histories of resistance including the Gaspar Yanga Revolt of 1618 and Pueblo Revolt of 1680 (E, G, H);</u>	<u>CCRS:i.b.3, i.e.4</u>  <u>TEKS Guide:</u> <u>Displacement – loss of land, autonomy, Spanish land grants</u> <u>Enslavement – Bartolomé de las Casas</u> <u>Resistance – Erendira (Purepecha), Jacinto Canek and the Maya Rebellions</u>	2 days
(C)	<u>explain the political and economic impact of Spanish imperialism on the peoples of the Americas including the encomienda system, mission systems, the Bourbon reforms, and the loss and maintenance of political autonomy; and (C/G, E, H)</u>	<u>CCRS: i.b.1, i.d.6</u>  <u>TEKS Guide:</u> <u>Mission systems - spiritual colonialism.</u> <u>Sor Juana Ines de la Cruz</u> <u>Loss of autonomy –loss of political power,</u>	2 days
(D)	<u>explain the cultural and social impact of Spanish imperialism on the peoples of the Americas including the casta system, gendered divisions of society, and the loss and maintenance of cultural autonomy (C/G, G, H).</u>	<u>CCRS: i.a.3, ii.b.6</u>  <u>TEKS Guide:</u> <u>Casta system- racial hierarchies, colorism and phenotype, mestizaje – participated in the violent process of de-indigenization, social class</u> <u>Gendered divisions of society – social organization, identity</u> <u>Cultural Autonomy – spiritual colonization, Tonantzin, religious and cultural convergence.</u>	2 days

(3)	<del>History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:</del>	See above.	
(A)	<del>explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and</del>	<p>Content in red was deleted and embedded in proposed SEs and TGs for streamlining. Content in purple relocated to proposed SEs.</p> <p>“Mexico’s acquisition of independence” is referenced as Mexican War for Independence in proposed 3A.</p> <p>Grito de Dolores moved to TEKS Guide for proposed 3A.</p> <p>“Texas’s declaration of independence from Mexico” has been renamed “Texas Rebellion for Independence” in proposed 3E.</p> <p>Mexican-American War is rephrased as “U.S.-Mexican War in proposed 3E.</p> <p>Treaty of Guadalupe Hidalgo moved to proposed 3E and 3F.</p> <p>Mexican Revolution has been moved to proposed 4F.</p>	
(B)	<del>examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.</del>	Content in red was deleted and relocated to TEKS Guide 3A and 4F.	

(3)	<u>Mexico and the Mexican Southwest, 1810 – 1848. The student understands the development of Mexico and the Mexican Southwest borderlands and its impact on its inhabitants. The student is expected to:</u>		
(A)	<u>explain the causes and effects of the Mexican War for Independence including the Enlightenment, Haitian Revolution, Mexican Constitution of 1821, and the secularization of missions (C/G, H);</u>	<u>CCRS: i.b.3</u>  <u>TEKS Guide:</u> <u>(explain broader context of Enlightenment and Haitian Revolution)</u> <u>(explain what the secularization of missions entailed)</u> <u>Miguel Hidalgo</u> <u>José María Morelos</u> <u>Agustín de Iturbide</u> <u>Grito de Dolores</u>	2 days
(B)	<u>analyze the political and economic impacts of the creation of Mexico including the rise of agriculture, shifting geopolitical boundaries, the abolishment of slavery, and political strife (C/G, E, G, H);</u>	<u>CCRS:i.c.2</u>  <u>TEKS Guide:</u> <u>Rise of agriculture – ranching, cotton, sugar cane, buffalo</u> <u>Shifting geopolitical boundaries – settlement and displacement is an effect</u> <u>Political strife - conservatism vs liberalism, rise of dictatorship</u>	2 days
(C)	<u>analyze the social and cultural elements of Mexican society including Tejano identity and ranching culture (E, G, H);</u>	<u>CCRS: i.e.2</u>  <u>TEKS Guide:</u> <u>Tejano identity – vaqueros, rural life, social life, curanderismo – folk medicinal practices.</u>	2 days
(D)	<u>examine the economic relationships that emerged between Mexico, the United States, and Indigenous Nations including the trade networks Camino Real and the Sante Fe Trail (C/G, E, H);</u>	<u>CCRS: iii.a.2</u>  <u>TEKS Guide:</u>	2 days

(E)	<p><u>evaluate the causes of the Texas Rebellion for Independence, the U.S. – Mexico War, and the Treaty of Guadalupe Hidalgo; and (C/G, E, H)</u></p>	<p><u>CCRS: i.b.3, iv.a.1</u></p> <p><u>TEKS Guide:</u>  <u>Texas annexation</u>  <u>Expansion of slavery</u>  <u>White supremacy</u>  <u>militarism, allegiance</u>  <u>key battles,</u>  <u>people,</u>  <u>Competing and conflicting narratives of the Texas Rebellion and the U.S.-Mexico War.</u></p>	2 days
(F)	<p><u>evaluate the political, economic, and social impacts of the Texas Rebellion for Independence, the U.S. – Mexico War, and the Treaty of Guadalupe Hidalgo (C/G, E, G, H).</u></p>	<p><u>CCRS: i.b.3, iv.a.1</u></p> <p><u>TEKS Guide:</u>  <u>White supremacy</u>  <u>Erasmó Seguin</u></p>	2 days
(4)	<p><del>History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:</del></p>	See above.	
(A)	<p><del>explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and</del></p>	Content in red was deleted and embedded in new SEs for streamlining. Content in purple relocated to SE 5G, TG 5G, SE 6C, SE 6A, SE 6H, TG 6G.	
(B)	<p><del>identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnón, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor.</del></p>	Content in red was deleted and embedded in new SEs for streamlining. Content in purple relocated to TEKS Guide in 4E, 4F, 5D, 5G, 5H, 6B, 6D, 6E, 6F, 6G.	

(4)	<u>Expansionism, Conflict, and Resistance 1848 – 1919. The student understands the ideology of expansionism and its ramifications that led to conflict and resistance. The student is expected to:</u>		
(A)	<u>identify and examine the ideologies of American Expansionism and Imperialism using primary and secondary sources (C/G, E, G, H);</u>	CCRS: i.b.3, iv.a.4  TEKS Guide: <u>I - Manifest Destiny – the belief...</u> <u>I - White supremacy</u> <u>I - American expansion of slavery</u> <u>I - American imperialism</u> <u>I - Settler colonialism</u>	2 days
(B)	<u>identify and examine the consequences of American Expansionism and Imperialism using primary and secondary sources (C/G, E, G, H);</u>	CCRS:i.b.3, iv.a.4  TEKS Guide: <u>C - Land Grant Act</u> <u>C - Texas Adjudication of land grants</u> <u>C- Treaty of Guadalupe Hidalgo</u> <u>C- Political disenfranchisement</u> <u>C- Spanish-American War</u> <u>C – U.S. Civil War</u>	4 days
(C)	<u>describe and distinguish between the emerging intersectional identities including Tejanos, Mexican-Texans, Mestizos, Mexicano, and Mexican American (G, H);</u>	CCRS: ii.b.1, ii.b.6  TEKS Guide: <u>-Mestizaje during the post Mexican Revolutionary period encompassed an intense process of nationalism which included the de-indigenization of the Mexican populace.</u> <u>-In re Ricardo Rodriguez 1897</u> <u>-Mexican and Mexican American Union and Confederate soldier participation in the Civil War</u>	2 days

(D)	<p><u>analyze the processes of racialization and the increase in racial violence including La Matanza and the 1919 Canales Investigation (C/G, G, H):</u></p>	<p><u>CCRS: ii.b.1</u></p> <p><u>TEKS Guide:</u>  <u>Racialization as defined by Webster</u>  <u>Increase in racial violence because of Rise of Juan Crow after 1896 (Plessy v Ferguson) and Eugenics</u>  <u>Other examples of racial violence include:</u>  <u>Salt War 1877-1878</u>  <u>Cart War 1857</u></p>	2 days
(E)	<p><u>examine and describe different forms of resistance to racial violence including the Plan de San Diego, the rise of the Spanish-language press, and the League of United Latin American Citizens (C/G, G, H):</u></p>	<p><u>CCRS: ii.b.4</u></p> <p><u>TEKS Guide:</u>  <u>La Matanza</u>  <u>Jovita Idár</u>  <u>La Liga Femenil Mexicanista</u>  <u>El Primer Congreso Mexicanista</u>  <u>La Cronica</u>  <u>Order of the Sons of America</u>  <u>Order of the Knights of America</u>  <u>League of Latin American Citizens</u>  <u>Juan Cortina and Cortina War</u>  <u>Joaquin Murrieta</u>  <u>Carmelita Torres – 1917 Bath Riot</u>  <u>Sara Estela Ramirez</u>  <u>Adela Sloss Vento</u>  <u>Alicia “Alice” Dickerson</u>  <u>Montemayor</u></p>	4 days
(F)	<p><u>evaluate the causes of the Mexican Revolution and its impact on the United States and people including immigration, racial violence, and militarization of the border; and (C/G, G, H)</u></p>	<p><u>CCRS: iii.a.2</u></p> <p><u>TEKS Guide:</u>  <u>Ricardo Flores Magón</u>  <u>Emiliano Zapata</u>  <u>Francisco (Pancho) Villa</u>  <u>Francisco I. Madero</u>  <u>Porfirio Díaz</u>  <u>Álvaro Obregón</u>  <u>Leonor Villegas de Magnon</u></p>	4 days

(G)	<u>analyze the impact of industrialization in the southwest on ranching, farming, and oil using spatial, quantitative, or qualitative data (E, G, H).</u>	CCRS: <u>i.a.6, iv.b.3</u>  TEKS Guide: <u>Quantitative data could include demographic shifts; Spatial data could include charts, maps, and cartograms. Qualitative data could include family histories of displacement</u>	2 days
(5)	<del>History. The student understands the development of <i>voting rights</i> and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:</del>	See above.	
(A)	<del>explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and</del>	Content in red was deleted and embedded in new SEs for streamlining and relocated to TEKS Guide 7A	
(B)	<del>identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson.</del>	Content in red was deleted and embedded in new SEs for streamlining and relocated to TEKS Guide 6G, 7E, 7B, 7G	
(5)	<u>Challenges, Segregation, and Resiliency 1910 – 1945. The student understands the challenges and discriminatory practices the Mexican American community endured and combated. The student is expected to:</u>		
(A)	<u>analyze the impact of changing demographics and racial ideologies in the U.S. Southwest including white supremacy, Americanization programs, and segregation (C/G, G, H);</u>	CCRS: <u>i.e.4</u>  TEKS Guide: <u>Americanization Program</u> <u>Whiteness strategies</u>	4 days
(B)	<u>identify and explain the political disenfranchisement of Mexican American people including the loss of voting rights, political agency, and the creation of the Border Patrol (C/G, G, H);</u>	CCRS: <u>i.c.2</u>  TEKS Guide: <u>Political agency – office holding,</u>	2 days
(C)	<u>describe the educational disenfranchisement of the Mexican American community including school segregation, inequitable school policies, and limited access to higher education opportunities (C/G, G, H);</u>	CCRS: <u>i.c.2</u>  TEKS Guide: <u>Inequitable school policies includes facilities, textbooks, curriculum, staff</u>	4 days

<u>(D)</u>	<u>explain the community response to educational disenfranchisement including the creation of <i>escuelitas</i> and court cases such as <i>Salvatierra v Del Rio 1930</i> (G, H);</u>	<u>CCRS: i.c.3</u>  <u>TEKS Guide:</u> <u>Philis Barragán-Goetz, "Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas"</u> <u>Escuelitas - Idar Family, Villegas de Magnon, Maria Villarreal, Maria Renteria</u> <u>Jovita González de Mireles</u> <u>María L. de Hernández</u>	2 days
<u>(E)</u>	<u>analyze the impacts of World War I on the Mexican American community including the post WWI civil rights activities, military service, the militarization of people’s daily lives, and racial strife (C/G, G, H);</u>	<u>CCRS: i.b.3</u>  <u>TEKS Guide:</u> <u>Camp Logan Riots???</u>	4 days
<u>(F)</u>	<u>analyze the economic and social experiences of the Mexican American community including rise of the Mexican American middle class, repatriation during the Great Depression, and limited opportunities during the New Deal (C/G, E, H);</u>	<u>CCRS: ii.b.5</u>  <u>TEKS Guide:</u> <u>Mexican American middle class includes lawyers, entrepreneurs, business owners, teachers, government officials</u> <u>Rise of conservatism</u>	4 days
<u>(G)</u>	<u>analyze the impacts of World War II on the Mexican American community including military service, the militarization of people’s daily lives, economic opportunity in the defense industries, racial strife, civil rights, and the Bracero Program (C/G, E, G, H);</u>	<u>CCRS: i.c.3</u>  <u>TEKS Guide:</u> <u>Jose de la Luz Saenz</u> <u>Sleepy Lagoon and Sailor “Zoot Suit” Riots,</u> <u>American GI Forum</u> <u>Felix Longoria</u> <u>Hector P. García</u> <u>Marcario García</u>	2 days

(H)	<u>examine the multiple strategies of resistance from 1910 to 1945 including the creation of mutualistas, union and non-union labor organization, participation in the women’s suffrage movement, and the rise of American communism (C/G, E, G, H);</u>	CCRS: <a href="#">ii.b.6</a>  TEKS Guide: <a href="#">Las Fiestas</a> <a href="#">Emma Tenayuca (need to go back and see who we actually included in the SEs in terms of persons to make sure there is gender equity in the named individuals)</a> <a href="#">Rise of conservatism</a>	4 days
(I)	<u>explain and compare the factors that impacted the shifting identities that emerged between 1910 and 1945 including generational conflicts, rise of Pachuquismo, <i>La Raza Còsmica</i> theories and its critiques, and the 1930 Census using primary or secondary sources (C/G, G, H); and</u>	CCRS: <a href="#">ii.b.6</a>  TEKS Guide:	4 days
(J)	<u>examine and evaluate the impact and enduring influence of Mexican American popular culture in the United States from 1910 to 1945 including various genres of music, theater, film, visual and performing arts, sports, literature using primary and secondary sources (G, H).</u>	CCRS: <a href="#">iv.b.3</a>  TEKS Guide: <a href="#">Music</a> <a href="#">Theater</a> <a href="#">Film</a> <a href="#">Visual</a> <a href="#">Sports</a> <a href="#">Literature</a> <a href="#">Visual arts - Muralismo</a> <a href="#">Performing arts - dance</a>	2 days
(6)	<del>Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:</del>	See above.	
(A)	<del>locate places and regions of cultural and historical significance in Mexican American history;</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	
(B)	<del>identify physical and human geographic factors related to the settlement of American Indian societies;</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	
(C)	<del>explain how issues of land use related to Mexican Independence, Texas Independence, and the <i>Mexican Revolution</i>;</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	
(D)	<del>analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	
(E)	<del>identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s <i>Bracero Program</i>; and</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	

(F)	<del>analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.</del>	Content is red was deleted and relocated to SEs and TEKS Guide.	
(6)	<u>Civil Rights and Identity, 1945 – 1980. The student understands the causes that led to the increasing struggle for civil rights and understands how individuals and organizations sought to bring change in U.S. society and their personal lives through collaborative social movements. The student is expected to:</u>		
(A)	<u>evaluate the postwar civil rights movement for equitable opportunities in society including the key landmark civil rights court cases Mendez v. Westminster 1947, Delgado v. Bastrop ISD 1948, and Hernandez v. State of Texas 1954 (C/G, H) using primary and secondary sources;</u>	CCRS: <u>i.b.3</u>  TEKS Guide:	4 days
(B)	<u>analyze the political and socioeconomic impact of displacement, the Bracero Program, Operation Wetback, and the rise of the Farmworker Movement during the early Cold War period (C/G, E, G, H);</u>	CCRS: <u>ii.b.4</u>  TEKS Guide: <u>Political and socioeconomic – Immigration and Nationality Act (McCarran-Walter Act) 1952</u> <u>Rise of conservatism</u> <u>César Chávez</u> <u>Dolores Huerta</u> <u>CSO</u> <u>Solidarity with Filipino Farmworkers – Larry Itliong</u> <u>Chavez Ravine</u> <u>Rise of agribusiness</u>	4 days
(C)	<u>evaluate the immediate and long-term impact of federal legislation on the Mexican American community including Brown v. Board of Education 1954, Civil Rights Act 1964, the Voting Rights Act 1965, and the Immigration Act of 1965 (C/G, G, H);</u>	CCRS: <u>i.b.3</u>	4 days
(D)	<u>analyze the impacts of the Korean and Vietnam conflicts on the Mexican American community including the antiwar demonstrations, military service, the daily home-front experience, and racial strife (C/G, G, H);</u>	CCRS: <u>i.b.3</u>  TEKS Guide: <u>Chicano War Moratorium</u> <u>Rubén Salazar</u> <u>Daily home-front experience - Militarization of people’s lives</u> <u>Raul “Roy” Perez Benavidez</u>	4 days

(E)	<u>identify and explain the key concepts or ideologies central to the Chicano Movement including the concept of Atzlán, Indigeneity, self-determination, reclamation of land, and political power (G, H);</u>	<u>CCRS: ii.b.4</u>  <u>TEKS Guide:</u> <u>Reies López Tijerina – land Indigeneity -</u>	2 days
(F)	<u>identify and analyze the impact of the struggle for equitable education during the Chicano Movement through primary and secondary sources (C/G, G, H);</u>	<u>CCRS: iv.a.3</u>  <u>TEKS Guide:</u> <u>MAYO – Mexican American Youth Organization,</u> <u>MEChA</u> <u>Jaime Escalante</u> <u>Sal Castro</u> <u>Rodolfo “Corky” Gonzales</u> <u>Crusade for Justice</u> <u>Freedom Schools</u> <u>National Chicano Youth Liberation Conference</u> <u>Plan de Santa Barbara</u> <u>Plan de Aztlán</u> <u>Martha P. Cotera</u> <u>Anna NietoGomez</u> <u>NACCS</u>	4 days
(G)	<u>identify and analyze the political organizations that emerged during the Chicano Movement and their impact on the reclamation of political power (C/G, G, H);</u>	<u>CCRS: i.e.1</u> <u>TEKS Guide:</u>  <u>MALDEF</u> <u>PASSO</u> <u>Manuel Garza</u> <u>Mario Compean</u> <u>José Ángel Gutiérrez</u> <u>Ramsey Muñíz</u> <u>Willie Velasquez</u> <u>Voter Registration Project</u> <u>Crystal City city councils, etc.</u> <u>Viva Kennedy Clubs</u> <u>La Raza Unida Party</u> <u>National Council of La Raza</u> <u>Raul Yzaguirre</u>	4 days

(H)	<u>identify and analyze the impact of the Chicano Movement on labor rights including the farmworker movement, labor strikes, and economic boycotts (C/G, E, G, H);</u>	CCRS: <u>i.e.1</u>  TEKS Guide: <u>UFWU</u> <u>Luisa Moreno</u> <u>International boycotts</u> <u>TFWU</u>	2 days
(I)	<u>identify and analyze the causes and impact of Chicana Feminism and intersectionality using primary and secondary sources (G, H);</u>	CCRS: <u>ii.b.2, iv.a.3</u>  TEKS Guide: <u>Intersectionality – multiple perspectives</u> <u>Chicano feminism -</u>	2 days
(J)	<u>examine and evaluate the impact and enduring influence of Mexican American popular culture in the United States from 1945 to 1980 including various genres of music, theater, film and tv, Chicano visual and performing arts, sports, literature using primary and secondary sources (G, H);</u>	CCRS: <u>i.a.3</u>  TEKS Guide: <u>Arts - Teatro Campesino and Luis Valdez</u> <u>Conjunto music</u> <u>Corridos</u> <u>Muralismo</u> <u>Carrascalendas TV show 1970-1976</u>	2 days
(K)	<u>identify and describe the various forms of solidarity in the <i>Chicano</i> movement including the Third World Liberation Front, the Rainbow Coalition, and the American Indian Movement (C/G, G, H); and</u>	CCRS: <u>i.e.4</u>  TEKS Guide: <u>Rainbow Coalition - Young Lords, Red Guard (Chinese), Brown Berets</u>	2 days
(L)	<u>examine the scientific, technological, and societal contributions of Mexican Americans and their impacts upon the global society from 1945 to 1980 (C/G, G, H).</u>	CCRS: <u>ii.a.2</u>  TEKS Guide: <u>Science – health, medicine,</u> <u>Technology – aerospace, physics,</u> <u>Society – environmentalism,</u> <u>political and civic involvement,</u> <u>cuisine,</u>	2 days

<del>(7)</del>	<del>Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:</del>	See above.	
<del>(A)</del>	<del>analyze the economic impact of Mexican repatriation of the 1930s;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(B)</del>	<del>evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(C)</del>	<del>explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(D)</del>	<del>analyze the economic contributions of the Mexican American labor force;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(E)</del>	<del>analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(F)</del>	<del>discuss current issues related to the Mexican American labor force.</del>	Was moved to the TEKS guide or embedded in other SEs	
<u>(7)</u>	<u>Modern Mexican America, 1980 – Present. The student understands and reflects upon the legacy of Mexican Americans. The student understands the emergence of Modern Mexican America and the enduring social, cultural, political and economic struggles and contributions to the development of the United States. The student is expected to:</u>		
<u>(A)</u>	<u>analyze the impact of changing demographics through immigration and amnesty that impacted the emergence of gentrification and sanctuary cities across the United States (C/G, G, H);</u>	<u>CCRS: i.b.2, iii.a.1</u> <u>TEKS Guide:</u> <u>Illegal Immigration Reform and Immigration Responsibility Act of 1996</u> <u>Immigration Reform and Control Act of 1986</u> <u>H.R. 4437 2006</u>	4 days

(B)	<p><u>analyze the political and socioeconomic impact of the rise of conservatism, resegregation, mass deportations, family detention centers, the North American Free Trade Agreement, and the militarization of the U.S.-Mexico border during the late Cold War period (C/G, E, G, H);</u></p>	<p><u>CCRS: i.a.6, i.b.3</u></p> <p><u>TEKS Guide:</u>  <u>CA Proposition 187</u>  <u>AZ SB1070</u>  <u>AZ HB2281</u>  <u>DREAM Act and DACA (executive order)</u>  <u>Militarization of the border – increased presence of armed personnel and military technology, racial violence</u>  <u>NAFTA – racialized femicide killings of women in Juarez, rise maquiladoras, gendered divisions of labor, Border Industrialization Project in 1965, Zapatistas and influence on immigration</u>  <u>Henry Cisneros</u></p>	4 days
(C)	<p><u>explain and compare the impact of globalization and intersectionality on shifting identities including the emergence of specific nomenclatures, <i>cholo/chola</i> culture, and the 1970 Census using primary or secondary sources (C/G, G, H);</u></p>	<p><u>CCRS:i.b.3, i.e.2</u></p> <p><u>TEKS Guide:</u>  <u>-Hispanic, Latino/a, Latinx, Latiné, Afro-Latino/a/x, undocumented, DACAmented, American,</u>  <u>-Cholo/a culture – working class aesthetics,</u></p>	4 days
(D)	<p><u>evaluate the rise and backlash of bilingual education throughout the United States using court cases as primary and secondary sources (C/G, G, H);</u></p>	<p><u>CCRS: ii.b.4, iv.a.5</u></p> <p><u>TEKS Guide:</u>  <u>Serna v Portales</u>  <u>Lau v Nichols 1974</u>  <u>Plyer v Doe 1982</u>  <u>No Child Left Behind</u>  <u>Bilingual Education Act</u>  <u>English Only movement</u>  <u>Edgewood ISD v Kirby 1984</u>  <u>Castañeda v Pickard 1981</u>  <u>Every Student Success Act 2015</u></p>	4 days

(E)	<p><u>examine and evaluate the impact of Mexican American in intellectual and popular culture in the United States since 1980 including various genres of music, theater, film and tv, Chicano art, sports, literature using primary and secondary sources (G, H);</u></p>	<p><u>CCRS: i.b.3, ii.a.2</u></p> <p><u>TEKS Guide:</u>  <u>Mainstreaming of Mexican food</u>  <u>LGBTQ Rights</u>  <u>Influence in the entertainment industry</u>  <u>CARA (Chicano Art Resistance and Affirmation)</u>  <u>Gloria Evangelina Anzaldúa</u>  <u>Cherríe L. Moraga</u></p>	4 days
(F)	<p><u>examine the scientific, technological, and societal contributions of Mexican Americans and their impacts upon the global society since 1980 (C/G, G, H);</u></p>	<p><u>CCRS: i.b.3, ii.a.2</u></p> <p><u>TEKS Guide:</u>  <u>Science – health, medicine,</u>  <u>Technology – aerospace, physics,</u>  <u>Society – environmentalism,</u>  <u>political and civic involvement,</u>  <u>cuisine,</u></p>	4 days
(G)	<p><u>identify and explain the economic, sociocultural, and political obstacles that Mexican Americans continue to face and overcome throughout the twenty-first century in the United States (C/G, E, G, H); and</u></p>	<p><u>CCRS: i.a.3, i.b.2</u></p> <p><u>TEKS Guide:</u>  <u>Global impacts</u>  <u>Sociocultural – education - HSI,</u>  <u>language, Remain in Mexico policy,</u>  <u>daca, AZ Ban on ES, Trump in</u>  <u>TEKS Guide, continued anti-</u>  <u>immigrant, Mexican sentiment,</u>  <u>xenophobia, homophobia,</u>  <u>transphobia, rise of bilingual and</u>  <u>teacher certification, media and</u>  <u>public representations,</u></p>	4 days

(H)	<p><u>examine and interpret the multifaceted struggle for unification within the <i>Mexican and Mexican American</i> populace through the different eras using primary and secondary sources (C/G, E, G, H).</u></p>	<p><u>CCRS: iv.b.3, iv.b.4, v.b.1</u></p> <p><u>TEKS Guide: Multifaceted struggle for unification – in-fighting, antiblackness, anti-immigrant, misogyny, heteronormative dominance, colorism, media and public representations, stereotypes, racial violence – El Paso.</u></p>	4 days
(8)	<p><del>Government. The student understands the significance of political decisions and <i>the struggle for Mexican American political power</i> throughout U.S. history. The student is expected to:</del></p>	See above.	
(A)	<p><del>describe how Mexican Americans have participated in supporting and changing government;</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(B)	<p><del>analyze the impact of <i>Salvatierra v. Del Rio Independent School District (ISD)</i>, <i>Delgado v. Bastrop ISD</i>, and <i>Hernández v. Texas</i> on Mexican Americans and the end of the biracial paradigm;</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(C)	<p><del>analyze the Mexican American struggle for civil rights as manifested in the Chicano movement;</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(D)	<p><del>evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement;</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(E)	<p><del>analyze the significance of U.S. Supreme Court decisions in <i>Miranda v. Arizona</i>, <i>San Antonio ISD v. Rodríguez</i>, and <i>Plyler v. Doe</i>; and</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(F)	<p><del>discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.</del></p>	Was moved to the TEKS guide or embedded in other SEs	
(9)	<p><del>Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:</del></p>	See above. Was moved to the TEKS guide or embedded in other SEs	
(A)	<p><del>describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;</del></p>		

<del>(B)</del>	<del>discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;</del>		
<del>(C)</del>	<del>discuss ways individuals contribute to the national identity as members of diverse cultural groups; and</del>		
<del>(D)</del>	<del>analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.</del>		
(10)	Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:	See above. Was moved to the TEKS guide or embedded in other SEs	
<del>(A)</del>	<del>describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;</del>	Ideas of this SE were moved to 6J	
<del>(B)</del>	<del>analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(C)</del>	<del>describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement;</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(D)</del>	<del>identify the contributions of women such as Sandra Cisneros and Norma Alarcón; and</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(E)</del>	<del>identify the impact of Mexican American popular culture on the United States and the world over time.</del>	Was moved to the TEKS guide or embedded in other SEs	
(11)	Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:	See above. Was moved to the TEKS guide or embedded in other SEs	
<del>(A)</del>	<del>explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and</del>	Was moved to the TEKS guide or embedded in other SEs	
<del>(B)</del>	<del>identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina.</del>	Was moved to the TEKS guide or embedded in other SEs	
(12)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	Deferred to work group B	

<del>(A)</del>	<del>use social studies terminology correctly;</del>	Deferred to work group B	
<del>(B)</del>	<del>analyze diverse points of view related to contemporary Mexican American issues;</del>	Deferred to work group B	
<del>(C)</del>	<del>create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and</del>	Deferred to work group B	
<del>(D)</del>	<del>analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</del>	Deferred to work group B	

DRAFT

§113.XX Ethnic Studies: American Indian/Native Studies		
TEKS with edits	Work Group Comments/Rationale	Time
<p><b>Name: American Indian/Native Studies</b></p>	<p>This Recommendation is based on:</p> <ul style="list-style-type: none"> <li>• Indigenous elders and community members throughout Texas discussed the name at length with the following rationale:               <ul style="list-style-type: none"> <li>○ The U.S. Government uses “American Indian” in official documents</li> <li>○ Generational differences in preferences for terminology exist</li> <li>○ Sovereignty variations among American Indian/Native Nations exist</li> <li>○ Identity variations among American Indian/Native Nations and people exist</li> <li>○ The name reflects multiple perspectives within American Indian/Native communities and respects elders and younger generations alike.</li> <li>○ <a href="#">NK360 - Education Initiative - Teacher Materials - The Impact of Words and Tips for Using Appropriate Terminology - Am I using the Right Word?</a></li> <li>○ Download report to see additional references/sources: <a href="#">Indigenous Futures Report (actionnetwork.org)</a></li> </ul> </li> <li>• Resources provided by TEA regarding educational standards in other states utilize similar terminology</li> </ul>	<p>Assuming a 50 minute period, 162 instructional days/year</p>

(a)	Introduction.		
(4)	<p>In Ethnic Studies: American Indian/Native Studies, an elective course, students learn about the history and living cultures of American Indians/Natives. This course is designed to assist students in understanding issues and events from American Indian/Native perspectives and should be presented in a manner in which each Native Nation studied is given the same independence and sovereignty as a foreign nation. This course is a survey course of Nations in what is now known as the United States and Texas that develops an understanding of the roots of American Indian/Native cultures, especially as it pertains to social, economic, and political interactions within the broader context of North American history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of how past events affect the present provides citizens of the 21st century with a broader context within which to address the many triumphs and challenges of American Indian/Native communities in the United States today.</p> <p>Sources should reflect American Indian/Native voices and should be from an American Indian/Native recommended materials list. The use of a variety of rich primary and secondary sources in materials such as oral histories, speakers, biographies, autobiographies, landmark cases of the U.S. Supreme Court and other courts, novels, speeches, letters, diaries, poetry, songs, film, and the arts are encouraged. Resources are available from American Indian/Native American/Tribal museums and cultural centers, Nation/Tribal websites, historical sites, presidential libraries, local and state preservation societies, and American Indian/Native authors.</p>		
(b)	Knowledge and skills.		
(1)	Cultural Foundations. The student understands that there are many distinct American Indian/Native cultures and experiences. The student is expected to:	In order to master the course content, students must understand essential foundational concepts, which transcend time, before moving onto a historical timeline. These concepts apply to the past, present, and future. They are vital to understanding who American Indian/Native peoples are throughout time and into today.	
(A)	identify cultural differences among American Indian/Native Nations in different ecoregions using primary sources including languages, clothing, housing, gender roles, elder roles, foodways, and daily cultural practices (G, H);		3 days

(B)	identify the ways Tribal Nations and other American Indian/Native peoples in different regions self-identify and compare these with the names that were imposed upon them by others (G, H); and	“Tribal Nations” is a legal designation. Throughout the document American Indian/Native nations will be referred to as “American Indian/Native nations” OR “Tribal Nations” as needed to distinguish from other nations such as the United States when that is necessary.	1 day
(C)	identify the diversity of cultural preservation and revitalization efforts in different regions that have supported the longevity of American Indian/Native culture knowledges and languages over time (G, H).		0 days, taught with other SEs
(2)	Cultural Foundations. The student recognizes that American Indian/Native cultures are dynamic with various exchanges among and between American Indian/Native and non-Native cultures. The student is expected to:		
(A)	describe the ways that trade and bartering encouraged multilingualism, alliances, and knowledge sharing across diverse American Indian/Native cultures over time (C/G, E, G, H);		1 day
(B)	describe how community gathering places and intertribal events foster the sharing of arts and cultures (C/G, H);		1 day, spiral through all year
(C)	describe the impacts of the introduction of foreign flora and fauna on land-based cultures in different regions (C/G, H); and		0 days, spiral through all year
(D)	identify cultural exchanges of food and music between American Indian/Native peoples and people of African descent since the 1600s (G, H).		1 day, spiral through all year
(3)	Cultural Foundations. The student understands the importance of the ways in which traditional and contemporary American Indian/Native art, music, sports, and literature serve as expressions of cultural diversity, preservation, revitalization, sovereignty, cultural interaction, and beauty. The student is expected to:		
(A)	identify the significance of American Indian/Native storytelling and trickster stories using primary sources (G, H);	Primary sources means directly from American Indian/Native nations.	7 days, spiral through all year
(B)	compare different genres of American Indian/Native literature and media forms, such as poetry, humor, comic books, television, film, theater, and music videos (G);		

(C)	analyze the influence of geography on American Indian/Native art and design elements (G, H);	CCRS I.a.2	1 day, spiral through all year
(D)	explain how some cultural and artistic expressions are intended for specific audiences, because they are considered sacred and protected by ceremonial protocol (G); and	It fits in the “geography” strand because it is culture.	1 day, spiral through all year
(E)	explain the importance of sports in community building among American Indian/Native populations such as stickball, basketball, football, skateboarding, running, surfing, and martial arts.	“Such as” is important here because we want to include examples in the SE without limiting teachers to that list. The examples should remain in the SE to give teachers specific guidance.	2 days, spiral into time periods
(4)	Cultural Foundations. The student understands the sacred interdependence between the earth and American Indian/Native people who live there and the impact of colonization on that relationship. The student is expected to:	This does not fit in a specific time period of history because we are not referencing the actual time frame, simply the impact over time as a result of colonization.	
(A)	explain how American Indian/Native creation stories, identities, and sacred ceremonies connect with the physical geography of their original territories through understandings of the living universe (G);	“through understandings of the living universe” is not an after thought, it is vital to meaning of the SE. Living universe can be understood as: land, wind, water, planets, stars, the underground, plant life, and geologic areas. American Indian/Native cultures do not view humans as above other life forms. See SE 6b and comments. CCRS I.a.2	2 days, spiral through all year
(B)	describe the reciprocal relationships between American Indian/Native Nations and the living universe in different ancestral regions including the Northeast, Southeast, Great Lakes, Northern Plains, Southern Plains, Pacific Northwest, West Coast, Hawaii, Great Basin and Colorado Plateau, Gulf Coast, Southwest, Arctic, Subarctic (G);	See explanation above regarding “living universe”. CCRS I.a.1, I.a.2	1 day, spiral through all year
(C)	identify on a map original locations of American Indian/Native Nations and the historic migrations to new areas that comprise contemporary homelands (G, H);	Examples of these migrations are included. Geography skills. CCRS I.a.1	1 day, spiral through all year
(D)	compare American Indian/Native nations land stewardship practices to settler-colonial concepts of land use including land commodification and individual property ownership (C/G, E, G, H);	CCRS I.a.2	2 days, spiral through all year

(E)	identify the original Tribal names and meanings of Native lands and the ongoing misuse, exploitation, and erasure of the ancestral place names shown on maps and historical markers (G, H); and	American Indian/Native nations have names in their own languages for general areas and locations throughout North America. Euro-Americans have renamed those places in ways that misuse, exploit, and erased traditional knowledge and names of these places. For example Tunkasila Sakpe Paha (Six Grandfathers Mountain in the Lakota language) has been renamed Mount Rushmore. The carving is on a sacred mountain, which is misuse and exploitation. CCRS I.a.1	2 days, spiral through all year
(F)	describe the practice of land acknowledgement statements as a way to honor local and ancestral Indigenous people, combat erasure, and recall Tribal sovereignty (G, H).	This is not a reference to colonial times or any specific time period. “Erasure” refers to people, land, and rights. Land acknowledgements combat this erasure by raising awareness among non-Indigenous peoples. Break it out as “as a way to honor local and ancestral Indigenous people, as a way to combat erasure, and as a way to recall Tribal sovereignty.”	1 day, spiral through all year
(5)	Cultural Foundations. The student understands the concept of governance from the worldviews of American Indian/Native peoples prior to contact with foreign nations, and how these views of governance have been both preserved and destroyed within Nations throughout history. The student is expected to:	This is not a reference to a specific time period; it is a look at changes over time starting with prior to contact to the present day. CCR standard.	
(A)	describe American Indian/Native worldviews of governance, in both what is now known as Texas and the United States, including concepts of community consensus, direct democracy, and restorative justice (C/G, E, H);	“worldviews of governance” is the correct phrasing and refers back to the KS in a more specific and concise way. CCRS IV.a.3  describe the qualities expected of traditional leaders in different American Indian/Native nations including humility, accountability, generosity, and a history of prioritizing community welfare	2 days, spiral through all year
(B)	analyze American Indian/Native Nations diplomacy agreements between nations including the Six Nation governmental agreement known as the Haudenosaunee (Iroquois) Confederacy (C/G, H); and	CCRS III.b.1	1 day, spiral through all year

(C)	compare the precipitating factors that caused the Ancestral Puebloans, the Comanche, Haudenosaunee Confederacy, and the Powhatan Confederacy, to grow as empires (C/G, E, G, H).		2 days, spiral into time periods
(6)	Cultural Foundations. The student understands the worldviews of relationality and inclusiveness within American Indian/Native Nations and Tribal Communities throughout time. The student is expected to:	CCRS	
(A)	describe the ways that kinship systems, including clans, bands, kivas, villages, and towns, maintain balance and sustain continuity between past, present, and future generations (C/G, E, G, H);	Not every kinship system is the same. The list represents different American Indian/Native kinship systems; each one is different. These relationships stem from geography, historical migration, ancestral relations, spirituality, and societal sustainability and describe a variety of traditional patterns of relatedness including those based on kinship, ancestral lineage, and matriarchal systems. This standard is not about any changes as a result of colonization and assimilation, but how these concepts have remained unchanged over time. CCRS II.a.2	2 days, spiral through all year
(B)	identify the importance of each individual's spirit without prejudice based on age, social status, gender, or specific abilities within American Indian/Native concepts of "all my relations," (G, H); and	<a href="http://www.learnalberta.ca/content/aswt/well_being/documents/all_my_relations.pdf">www.learnalberta.ca/content/aswt/well_being/documents/all_my_relations.pdf</a> CCRS I.a.2	3 days, spiral through all year
(C)	compare egalitarian American Indian/Native concepts of "all my relations" to the Euro-Western hierarchical concepts that values humans above other life forms (G, H).	CCRS I.a.2	
(7)	Cultural Foundations. The student understands how foreign governments disrupted the citizenship patterns and the overall healthy functioning of American Indian/Native Nations, families, and individuals. The student is expected to:		
(A)	identify the impacts of the imposition of foreign notions of citizenship on American Indian/Native Nations including the disruption of kinship systems and blood quantum citizenship (C/G);	The term "foreign" includes the United States, Canada, and Mexico in this context. Anything that is not American Indian/Native is "foreign" to American Indian/Native cultures.	4 days, spiral through all year
(B)	analyze the ways in which the U.S. legal system manipulated notions of citizenship over time to undermine Tribal sovereignty (C/G, H);		
(C)	identify how American Indian/Native Nations have challenged foreign notions of citizenship including Cherokee Nation v. Georgia 1831, and Menominee Tribe v. U.S. 1968;		

(D)	Identify the foreign concepts of state recognition, federal recognition, and non-recognition (C/G, E, H); and	See definition of “foreign” in this context in 7a	
(E)	analyze the impact of government actions that disregarded Tribal sovereignty and imposed foreign concepts of state recognition, federal recognition, and non-recognition (C/G, E, H).		
(8)	Cultural Foundations. The student understands dual citizenship, which can co-exist or at times conflict with each other, and how it shaped political and relational realities of contemporary American Indian/Native Nation citizenship and Tribal jurisdiction. The student is expected to:	This is not in reference to a specific time in history.	
(A)	describe how American Indian/Native Nations have multiple citizenships within Tribal Nations and the United States (C/G, H);	Most AI/N people have only dual citizenship in one AI/N nation and the US. However, some AI/N nations allow enrollment in more than one AI/N nation.	2 days, spiral through all year
(B)	explain the impact of dual citizenship among American Indian/Native Nations and how it creates both strength and vulnerability through congressional laws, supreme court decisions, and presidential agendas, including the Indian Citizenship Act 1924, <i>City of Sherrill v Oneida Indian Nation of New York 2005</i> , and President Truman’s Termination agendas (C/G, H);	Teachers can and should look beyond the examples in the SE, but those are vital. Texas specific – AI/N relocation in the 1950s and 60s included the city of Dallas.	
(C)	describe the impact of voluntary participation by American Indian/Native people in colonial and U.S. militaries during the American Revolution and World War I on citizenship and rights (C/G, H);	At different times in history AI/N people have been promised citizenship if they join militaries for specific conflicts. This includes prior to the formation of the United States and into the 1900s with World War 1 before the Indian Citizenship Act of 1924. CCRS I.c.3	1 day, spiral into time periods
(D)	describe the role of the Bureau of Indian Affairs, once known as the Office of Indian Affairs, in determining Tribal Nation citizenship and Indian Census Rolls, emphasizing Certificate of Degree of Indian Blood (CDIB) and Tribal enrollment cards (C/G, H); and	The Office of Indian Affairs was established in 1824 under the US Department of War. It was transferred to the Department of the Interior in 1849 and became the Bureau of Indian Affairs.	1 day, spiral into time periods
(E)	explain how detribalization, de-Indianization, disenfranchisement, non-enrollment, and disenrollment, from the U.S. or American Indian/Native Nation governments, relate to Tribal Nation sovereignty and Tribal Nation citizenship (C/G, H).		

(9)	Cultural Foundations: 1848 to Present Day. The student understands the obstacles faced by contemporary American Indian/Native Nations in Texas regarding citizenship over time. The student is expected to:	This now has a time frame, however it does not fit neatly between any of the other time frames and examines experiences over time, so it remains in Cultural Foundations. Both SEs under this KS directly relate to experiences of citizenship.	
(A)	describe the obstacles faced by the Carrizo-Comecrudo, Lipan Apache Tribe of Texas, Miakan-Garza Band of Coahuiltecons, Tap Pilam Coahuiltecan Nation, and the Texas Band of Yaqui Indians that struggle to achieve state or federal recognition (C/G, H); and	Texas specific, as per SBOE recommendations. Citizenship within a state recognized AI/N nation is a different form of dual citizenship than federal recognition. This relates to experiences of citizenship and beyond.	5 days, spiral into time periods, connects with 7d
(B)	describe how the establishment of the Commission for Indian Affairs in Texas in 1965 and its termination in 1989 impacts Tribal sovereignty (C/G, E, G, H).	Texas specific. The word “impact” should still be present tense, as this is relating to the current impact as a result of said history.	
(10)	Cultural Foundations. The student understands domestic issues related to American Indian/Native peoples’ labor force participation, the struggle to satisfy wants and needs given scarce resources, and the economic contributions of the American Indian/Native people. The student is expected to:		
(A)	compare American Indian/Native and settler-colonial value systems including co-existence v. commodification of land, mutuality v. capitalism, and equity in resource allocation v. wealth accumulation (C/G, E);	CCRS II.a.2	1 day, spiral into time periods and 4b
(B)	explain the extent to which government checks, free college, large per capita payments, casino distributions, and not paying taxes are economic myths and stereotypes of American Indian/Native people (C/G, E, H); and	“myths and stereotypes” should not be broken out.	3 days, spiral into time periods
(C)	identify how economic endeavors, such as entrepreneurship, gaming, arts, tourism, and food industries, have fostered resiliency and survivance of American Indian/Native cultures. (C/G, E, H).	“resiliency and survivance” should not be broken out “resiliency and survivance” are also economic	3 days, spiral into time periods
(11)	Cultural Foundations. The student explores how American Indian/Native worldviews, philosophies, and achievements in interdisciplinary science and technology fields have shaped history and STEM thinking. The student is expected to:		
(A)	analyze how culturally based knowledge of plant medicines and treatments has influenced modern health interventions (E, G, H);	CCRS I.a.2	1 day, spiral into time periods
(B)	describe how traditional seed keeping and growing techniques support foodways and protection of community environment (E, G, H);	“seed keeping and growing techniques” do not break out CCRS I.a.2	3 days, spiral into time periods

(C)	analyze practices of intergenerational biodiversity management such as controlled burning, selective animal domestication, agroforestry, and respectful “nose-to-tail” practices (E, G, H);	CCRS I.a.2 “Such as” is important here because we want to include examples in the SE without limiting teachers to that list. The examples should remain in the SE to give teachers specific guidance. The word “respectful” is not unnecessary language because Western nose-to-tail practices are different than cultural Indigenous nose-to-tail practices, due to views of “all my relations” (see 6b) and respect of the living universe.	2 days, spiral into time periods
(D)	describe how traditional star knowledge, such as archaeoastronomy, navigation, agriculture, calendars, and the concept of time, influences American Indian/Native lifeways (E, G, H);	“lifeways” – <a href="https://www.ucalgary.ca/indigenouslifeways/">Indigenous Lifeways   Werklund School of Education   University of Calgary (ucalgary.ca)</a> “Such as” is important here because we want to include examples in the SE without limiting teachers to that list. The examples should remain in the SE to give teachers specific guidance. CCRS I.a.2	2 days, spiral into time periods
(E)	identify American Indian/Natives inventions of critical technologies including syringes, kayaks, snow goggles, hammocks, and rubber (E, G, H);		1 day
(F)	describe American Indian/Native engineering, infrastructure, and architecture in canals and aqueduct planning, cable suspension bridge design, water filters, buildings, and metal works (E, G, H);		2 days
(G)	describe American Indian/Native communication systems, including Plains sign language, wampum, Texas petroglyphs, wiigwaassabakoon (Birchbark scrolls), totem poles using primary sources (C/G, E, G, H); and	Texas history CCRS II.a.2	2 days
(H)	explain how the practices of listening, remembering, and sharing traditional stories and oral teachings, including Elders’ lived experiences, provide evidence of interconnections in the natural world (C/G, G, H).	“traditional stories and oral teachings” do not break out CCRS II.a.2	1 day, spiral

(12)	Cultural Foundations. The student identifies American Indian/Native organizations and individuals who have contributed to science and technology developments. The student is expected to:		
(A)	describe the scientific and technological contributions of individuals such as John Herrington, Jennifer McLoud-Mann, Thomas David Petite, and Susan La Flesche Picotte (H);	“Such as” is important here because we want to include examples in the SE without limiting teachers to that list. The examples should remain in the SE to give teachers correct guidance.	2 days, spiral into time periods
(B)	describe the scientific and technological contributions of AISES (American Indian Science and Engineering Society) and SACNAS (Society for the Advancement of Chicanx and Native Americans in Science) (E, H);		
(13)	The People, 1000-1492. The student understands the existing cultures, contributions, and impacts of The Peoples during the height of civilizations from 1000-1492 throughout the continent. The student is expected to:	<p>The People (1000-1492) The reason we chose the year 1000 CE is to establish that there were thriving civilizations and nations throughout the Americas, with advancements that rival the rest of the world, prior to Europeans, without having to cover time immemorial (over 30-50k years) in a one year high school course. We felt that trying to cover over thirty to fifty thousand years plus would be too much and beyond the scope of this course. Starting at around 1000 CE gives a good opportunity to really explore the nations prior to Europeans without being overwhelming.</p> <p>The name of this section is “The People” because in Indigenous languages most names for nations have the meaning of “the people” embedded in them. Learning original names for American Indian/Native nations is an important part of learning who they are.</p> <p>The geography component is covered in 4c. It is not in a specific time period because we are looking at patterns and causes over time.</p>	
(A)	analyze the social and political development of thriving civilizations such as Ancestral Puebloan, Mississippian, and mound building societies (C/G, G, H);	CCRS I.a.3	

(B)	describe how intertribal relations and expansive trade routes impacted Ancestral Puebloan societies, early and middle Mississippian development, and the Haudenosaunee Confederacy (C/G, E, G, H);	CCRS I.a.3, I.a.4	cultural foundations
(14)	First Encounters, 1492-1607. The student understands how the first of many encounters occurred as waves of European contact and colonization and how that impacted American Indians/Native Nations from 1492-1607. The student is expected to:	First Encounters - 1492-1607. Significant events in Native histories are not the same ones as chosen in common US history. What is significant to US history may not be to AI/N Studies, and vice versa. The dates for this section represent the beginning of violent colonizations in the western hemisphere. Even though there was short contact with Europeans around 1000 CE, it was not the beginning of “the end” for Native nations in North America. The end date, 1607, is when the colonization of the East Coast began in earnest. The name, “First Encounters,” was chosen because “discovery,” or “exploration,” represent Eurocentric worldviews rather than Indigenous worldviews. The first major encounters of Natives with the European invaders happened during this time.	
(A)	analyze American Indian/Native Nations’ first contact with Europeans between 1492-1607, including Arawak (Taíno), Bodewadmi (Potawatomi), Inuit, Karankawa nations, Ndé (Apache), Pueblo nations, and Tsalagi (Cherokee) (G, H);	Rationale: (a) these are intentional with Indigenous names appearing first and English names in ( ); (b) these represent a sampling of nations in various geographical regions of North America Texas specific - Karankawa	3 days, connect with cultural foundations
(B)	analyze the Papal Bulls, 1512 Spanish Laws of Burgos, and Doctrine of Discovery as primary sources and their impact on colonization (G, H);		3 days, connect with cultural foundations
(C)	analyze how intentional and unintentional misinformation impacted European perspectives of American Indian/Native peoples and shaped the U.S. origin story (C/G, H); and	CCRS IV.a.3	2 days, connect with cultural foundations
(D)	describe how significant factors, including enslavement, trade route disruption, Mississippian dispersal, and disease, impacted American Indian/Native Nations (C/G, E, G, H).		2 days, connect with 13b, and time periods (15c)

(15)	Conflict & Resistance, 1607-1763. The student understands that first encounters continued and how conflict and resistance occurred as European invasions and internal conflicts, impacted American Indians/Native Nations from 1607-1763. The student is expected to:	Conflict and Resistance - 1607-1763. The dates for this section represent the beginning of aggressive colonization of the East coast until the Proclamation of 1763. The name, "Conflict and Resistance," was chosen to indicate that Indigenous people did not passively accept colonization or welcome it. This was a time of significant resistance by Native nations.	
(A)	analyze examples of the "Noble Savage" as a literary trope and stereotypes that emerged between 1607-1763 and continue today (C/G, H);		2 days, connect with cultural foundations
(B)	analyze American Indian/Native Nations' first contact with Europeans between 1607-1763 including Apsaalooke (Crow), Kiikaapoa (Kickapoo), Lakota, Tickenwa-tic (Tonkawa), Unanga (Aleut), and Wampanoag (G, H);	Rationale: (a) these are intentional with Indigenous names appearing first and English names in (); (b) these represent a sampling of nations in various geographical regions of North America.	3 days, connect with historic events
(C)	analyze the enslavement of American Indians/Native peoples under the system of settler colonialism (E, H);	This is a deeper dive into enslavement than previous SE.	3 days
(D)	analyze American Indian/Native perspectives of the treaties and doctrines, such as The Pilgrim-Wampanoag Peace Treaty 1621, Treaty of Easton 1758, and encomienda, that were enacted by Europeans (C/G, H);	Reflects Texas history "Such as" is important here because we want to include examples in the SE without limiting teachers to that list. The examples should remain in the SE to give teachers correct guidance.	3 days
(E)	identify the historical motivations that introduced the non-Native concept of blood quantum from the Indian Blood Law of 1705 (C/G, H);		0 days, teach with 7a and b
(F)	explain how significant factors, including Jamestown, the arrival of French Jesuit Priests, the French fur trade, Spanish missions, the Pueblo Revolt, and the Proclamation of 1763, impacted American Indian/Native Nations (C/G, E, H); and		2 days
(G)	describe the political significance of individuals such as Angelina, Massasoit Sachem, Matoaka, Po'pay, Tisquantum, and Wahunsenacawh (H).	Texas specific history - Angelina	2 days

(16)	New Challenges & Broken Treaties, 1763-1871. The student understands that first encounters continued and how new challenges and broken treaties impacted American Indian/Native Nations from 1763-1871. The student is expected to:	New Challenges and Broken Treaties - 1763-1871. The end date of 1871 reflects when the US congress stopped making treaties with Native nations and switched tactics to assimilation and elimination policies while choosing not to recognize the sovereignty of Native nations anymore. By the mid to late 1800s, most people in the US and government viewed Natives as “ignorant wards” of the government that were incapable of participating in politics or making their own decisions. It also included the rejection of the notion that independent nations could even exist on their (the U.S.) “own soil.” The name, New Challenges and Broken Treaties, is a reflection of this change.	
(A)	analyze American Indian/Native Nations’ first contact with Europeans between 1763-1871, including Chinook, Gwich’in, Newe (Shoshone), Niimiipuu (Nez Perce), and Olekwo’l (Yurok) (G, H);		2 days, connect with historic events
(B)	analyze American Indian/Native perspectives of the Treaty of Paris (1763, 1783); the Northwest Ordinance (1787), Indian Removal Acts, and the Indian Appropriations Act (1871) as enacted by Europeans and the U.S. (C/G, E, G, H);	Chief Louis Vieux	4 days, connect with historic events
(C)	compare the Declaration of Independence’s promise of government by consent of the people to Article 1, Section 8 of the Constitution that gives Congress power over American Indian/Native Nations without consent (C/G);	SB3	1 day
(D)	analyze American Indian/Native Nations perspectives of Westward Expansion events including Grant’s Peace Policy, Stephen F. Austin’s Karankawa extermination policy, US-Mexican War, and creation of Indian Mission Schools (C/G, E, G, H);	Texas specific – US-Mexican War, Stephen Austin’s extermination policy CCRS IV.a.3	5 days
(E)	describe the creation of reservations and dispossession of American Indian/Native nations across the U.S. (C/G, E, G, H);	explain the economic impact of U.S. government assimilationist policies resulting in intergenerational poverty and the loss of traditional homelands (C/G, E, G, H)	1 day
(F)	describe the impact of stereotypes of “Indian attacks” and Texas captivity narratives that emerged during Westward expansion and are still used today (C/G, H); and	Texas specific history	1 days
(G)	describe the political contributions of significant individuals such as Chief Pontiac, Black Hawk, John Ross, Mangas Coloradas, Sacagawea, and Tecumseh (H).		2 days

(17)	Sovereignty Challenged, 1871-1924. The student understands how American Indian/Native sovereignty was challenged when in 1871, the U.S. ceased recognition of individual nations within the U.S. as independent nations. The student is expected to:	Sovereignty Challenged - 1871-1924. The dates represent the end of treaty making by the US congress until the Indian Citizenship Act. It was a time to address the so-called “Indian Problem.” The ICA in 1924 changed how the US approached relationships with Native nations as increasingly paternalistic. It was also the end of the Apache Wars (longest war in US history). The name, Sovereignty Challenged, reflects how the US treated AI/N people in this time. In actuality, AI/N nations never lost sovereignty. They have been sovereign nations from the beginning and still are today. The US simply refused to recognize that.	
(A)	analyze American Indian/Native perspectives of assimilation policies, including Indian Boarding Schools, The Dawes Act of 1887, and Indian Citizenship Act 1924, that were enacted by the U.S. (C/G, E, H);	CCRS IV.a.3	4 days
(B)	explain how notable events impacted American Indian/Native Nations including the Apache Wars through 1924, the Battle of Greasy Grass (Battle of Little Bighorn), the extermination campaign against the Leh’pai Ndé (Lipan Apache) in Texas, and the Wounded Knee Massacre 1890 (C/G, G, H);	Texas specific history	3 days
(C)	describe stereotypes, using primary sources, of the “Vanishing Indian” that emerged during Westward expansion and are still used today (H); and		1 day
(D)	describe the political contributions of significant individuals such as Buffalo Calf Road Woman, Chief Joseph, Cochise, Lozen, Pretty Nose, Quanah Parker, Red Cloud, and Wavoka, (H).	Texas specific history	2 days

(18)	Forced Assimilation and Adaptation, 1924-1968. The student understands how forced assimilation and adaptation impacted American Indian/Native Nations. The student is expected to:	The dates range from the ICA/end of the Apache Wars to the passing of the Indian Civil Rights Act. The name, Forced Assimilation and Adaptation, reflects two things: Forced Assimilation - the US was continuing the forced assimilation tactics of the 1800s through the 20th century. Adaptation - Native nations adapted, as they always have, to the ways the US changed its approach to the nation to nation relationships. It reflects their resilience.	
(A)	explain the U.S. political shift toward paternalism that terminated rights associated with sovereignty of American Indian/Native Nations (C/G, H);		2 days
(B)	analyze American Indian/Native perspectives of policies, including the Meriam report of 1928, Indian Reorganization Act of 1934, Kansas Act of 1940, Indian Relocation Act of 1956, Voting Rights Act 1965, House Concurrent Resolution 108, and termination acts, that were enacted by the U.S. (C/G, E, G, H);		3 days
(C)	explain American Indian/Native Nations' response to U.S. policies including Fish Wars, Civil Rights, and environmental activism (C/G, E, G, H);		4 days
(D)	describe the cultural contributions of significant individuals such as Black Elk, Chief Plenty Coups, Ira Hayes, Ki He Kah Stah Tsa (Maria TallChief), Marjorie TallChief, and Zitkála-Šá (Gertrude Bonnin) (H); and		2 days
(E)	describe the contributions of significant groups and societies, including National Congress of American Indians (NCAI) 1944, National Indian Youth Council 1961, Code Talkers of the World Wars (C/G, H).	"groups and societies" do not break out	2 days

(19)	Self-Determination and Tribal Sovereignty, 1968-present. The student understands the American Indian/Native struggles and triumphs of self-determination and Tribal sovereignty. The student is expected to:	The Indian Civil Rights Act was passed in 1968, spurred by a wave of Red Power movements and self-determination that continues today. The 1960s-1990s saw the passage of many laws as the Indian Wars moved into the US court system. Self-Determination and Sovereignty have always existed among AI/N nations but have not always been recognized by the US. In modern times AI/N nations continue to push for the recognition of who they are as nations and peoples.	
(A)	explain how modern diplomatic efforts and activism of American Indian/Native Nations impacted U.S. Federal Indian Policy including Indian Civil Rights Act 1968, Indian Child Welfare Act 1978, American Indian Religious Freedom Act 1978, Indian Gaming Regulatory Act 1988, Native American Language Act 1990, and Voter ID Law 2016 (C/G, E, H);	“diplomatic efforts and activism” do not breakout American Indian Heritage Month 1996 – incorporate into November CCRS I.c.3, I.c.2	4 days
(B)	explain American Indian/Native resistance and Self-Determination efforts such as Native rights activism, land rights activism, Occupation of Wounded Knee 1973, Standing Rock 2016, Red Nations Protest to Entrada 2020, ongoing border disputes with American Indian/Native nations, Missing and Murdered Indigenous Women (MMIW) (C/G, E, G, H);	“resistance and self-determination” do not break out CCRS I.c.3	4 days
(C)	describe the cultural contributions of significant individuals such as Adriel Arocha, Buffy Sainte Marie, Deb Haaland, Leonard Peltier, Louise Erdrich, Matika Wilbur, Steven Paul Judd, Pascal C. Poolaw Sr., and Vine Deloria, Jr. (H);	Texas specific – Adriel Arocha	3 days
(D)	describe the political contributions of significant groups and organizations including the American Indian Movement (AIM), White Roots of Peace (WRP), Missing and Murdered Indigenous Women Coalition, Peace and Dignity Journeys, and water protectors (C/G, E, G, H);	Eddie Benton-Banai CCRS I.c.3	3 days
(E)	identify ways American Indian/Native Nations are protecting their concepts of Tribal citizenship enrollment and sovereign constitutions from U.S. government policies (C/G, H);		1 day, connect with cultural foundations, 7a and b

(F)	explain the expressions of sovereignty and revitalization of cultures including Indigenous Peoples Day, American Indian Heritage Day in Texas (83R HB 174), contesting race-based mascots, and American Indian/Native control of representation in media (C/G, H);	Texas specific	3 days, connect with cultural foundations, Indigenous Peoples Day taught on date
(G)	analyze how conducting research with, rather than on, American Indian/Native communities helps protect Indigenous data sovereignty, Indigenous cultural sovereignty, and produces more inclusive and reliable research (C/G, E, G, H);		2 days
(H)	compare American Indian/Native urban communities, rural communities, Tribal communities, and reservation communities (G/C, G, H); and	types of Tribal communities: Pueblos, Rancherias, Alaska Native villages, Oklahoma Tribal statistical areas CCRS IV.a.3	2 days
(I)	explain the diversity and significance of contemporary American Indian/Native music (G, H).		2 days, spiral through all year