

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

United States History Studies Since 1877

Prepared by the State Board of Education TEKS Review Committees

October 17, 2009

These documents have been formatted for consistency and for ease of review.

Proposed additions are shown in green font with underlines and proposed deletions are shown in red font with strike throughs.

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

BSG = information added, changed or deleted based on broad strokes guidance

CRS = information added or changed to align with College Readiness Standards

ER = information added, changed or deleted based on expert reviewer feedback

IF = information added, changed or deleted based on informal feedback

MV = multiple viewpoints from within the committee

§113.32. United States History Studies Since 1877 Reconstruction (One Credit).

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In this course, which is the second part of a two-year study of U.S. history that begins in Grade 8, students study the history of the United States since from Reconstruction 1877 to the present. The course content is based on the founding documents of the United States government which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on the American life. labor movement. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

(2) 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, and autobiographies; landmark cases of the U.S. Supreme Court; novels; speeches, letters, diaries; and poetry, songs, and artworks supports the teaching of the essential knowledge and skills. Selections may include a biography of Dwight Eisenhower, Upton Sinclair's The Jungle, and Martin Luther King's letter from the Birmingham City Jail. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.

(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. Skills listed in the geography and social studies skills strands 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.

(4) Throughout social studies in Kindergarten-Grade 12, students develop a deeper understanding in the eight strands: build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.

Comment [A1]: BSG-This emphasizes the importance of our founding documents.

Comment [A2]: Too specific and included in domestic and foreign policies

Comment [A3]: This is a larger scope of time that students should recognize.

Comment [A4]: Too narrow and specific

Comment [A5]: BSG-Expands definition of the culture strand

Comment [A6]: Too specific. Need to broaden to address technology strand

Comment [A7]: CRS-Recommendation of CRS gap analysis

Comment [A8]: Too specific and included in domestic and foreign policies

Comment [A9]: Too specific for introduction. Is found in the Essential Knowledge and Skill statements

Comment [A10]: Incorporating strand information into following paragraph

Comment [A11]: Brings strands into this paragraph

These content standards, as appropriate for the grade level or course, enable students to understand the importance of patriotism, function in a free enterprise (capitalist, free market) society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).

(5) State and federal laws mandate a variety of celebrations and observances including Celebrate Freedom Week. Each social studies class shall include, during Celebrate Freedom Week as provided under Texas Education Code, §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 United States 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 United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, 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."

(c) Knowledge and skills.

(1) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:

(A) identify the major characteristics that define an historical era;

~~(A)~~(B) identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;

~~(B)~~(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

~~(C)~~(D) explain the significance of the following dates years as turning points: 1898, 1914-1918, 1929, ~~1941~~ 1939-1945, and 1957, 1968-1969, 1991, 2001, and 2008.

Comment [A12]: MV-One Member: focus on founding documents warrants including Celebrate Freedom to be included in SEs as follow: History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:

A. Describe the intent, meaning, and importance of the Declaration of Independence and the U. S. Constitution, including the Bill of Rights.

B. Describe the meaning of the following text from the Declaration of Independence: "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."

C. Explain the application of these founding principles to historical events as U. S. History since Reconstruction course material is covered.

Comment [A13]: CRS-In response to CRS report

Comment [A14]: BSG-The world changed because of these significant events in American history.

(2) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

(A) analyze political issues such as Indian policies, the growth of political machines, ~~and~~ civil service reform; and beginnings of Populism;

Comment [A15]: This is a major democratic response to corruption of the times.

(B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of entrepreneurship and big business; and

Comment [A16]: BSG-Add clarity

(C) analyze social issues ~~such as the treatment of~~ affecting women, minorities, ~~children labor, growth of cities, and problems of~~ immigrants; and urbanization and analyze The Social Gospel.

(3) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:

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

Comment [A17]: This is an accepted term by historians as currently used in high school and college textbooks.

Comment [A18]: According to one member, the correct term is "expansionism."

Comment [A19]: BSG-Added for clarify

(B) evaluate American imperialism including responses from the United States and acquisitions such as Guam, Hawaii, Cuba, Philippines, Puerto Rico, and the United States;

Comment [A20]: Adding clarity and recognizing the U.S. responses

~~(B)~~(C) identify the causes of World War I and reasons for U.S. entry involvement in World War I, including propaganda, (information put out by an organization or government to promote a policy, idea, or cause) and unrestricted submarine warfare;

Comment [A21]: MV-One member states that although the short term responses tended to be negative, most of these countries saw long term benefits from the American imperialism.

Comment [A22]: BSG-Add clarity and depth of understanding

~~(C) analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J. Pershing during World War I; and~~

Comment [A23]: The definition was added to provide clarity.

Comment [A24]: MV-One member thinks that this SE should remain because it downplays the sacrifices of American military personnel.

(D) Understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing;

Comment [A25]: SBOE&IF-De-emphasize specific battles; addressing public and SBOE comments

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

(F) analyze major issues raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles, such as isolationism and neutrality.

(4) History. The student understands the effects of reform and third party movements in the early twentieth century on American society. The student is expected to:

(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;

(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. DuBois, and Robert LaFollette on American society; and

(C) evaluate the impact of third parties including Populist and Progressive Parties, and their candidates such as Eugene Debs, H. Ross Perot, and George Wallace.

(5) History. The student understands significant individuals, events, and social issues, and individuals of the 1920s. The student is expected to:

(A) analyze causes and effects of significant issues, events and social issues such as including immigration, Social Darwinism, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and

(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Marcus Garvey, and Charles A. Lindbergh.

(6) History. The student understands the domestic and international impact of significant national and international decisions and conflicts from the U.S. participation in World War II and the Cold War to the present on the United States. The student is expected to:

(A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;

Comment [A26]: To add clarity

Comment [A27]: BSG-Clarification

Comment [A28]: For teacher guidance

Comment [A29]: BSG-Founding document

Comment [A30]: Standard policy before 1914 which led to WWI

Comment [A31]: BSG-This makes it chronologically accurate.

Comment [A32]: Completes all Progressive era amendments

Comment [A33]: BSG-Important term and for clarification

Comment [A34]: MV-One member comments testing requirements on four names seems excessive.

Comment [A35]: BSG-These are common and important terms for students to know.

Comment [A36]: Only those belonging in early 20th century are included

Comment [A37]: MV-One member comments that this SE on the progressive era should serve as a model on the similar SE on the conservative resurgence of the 1980s and 90s.

Comment [A38]: BSG-Founding document.

Comment [A39]: BSG-Change for clarity and alignment with SEs.

Comment [A40]: BSG-Founding document

Comment [A41]: BSG&CRS-These are also significant issues that impacted society and are included in the CRS IIA.

Comment [A42]: MV-One member commented to an overdependence on social issues to the detriment of significant events such as mass production of autos, emergence of radio, and the stock market crash. Most members agreed that these items mentioned above are addressed in other TEKS.

Comment [A43]: MV-One members suggested that Warren G. Harding be added.

Comment [A44]: BSG&CRS-He is also a significant person and this addition addresses multicultural CRS alignment.

Comment [A45]: BSG-More detail is provided for teachers

Comment [A46]: BSG-Deleted portion is moved to a newly created and separate TEKS.

~~(B)~~ evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic mobilization for the war effort;

Comment [A47]: MV-One member: "leadership" should be changed to "policies."

Comment [A48]: BSG-This is a necessary component of WWII policy.

~~(B)(C)~~ analyze major issues of World War II such as fighting the war on multiple fronts, including the Holocaust, the internment of Japanese-Americans, the regulation of some foreign nationals, the Holocaust, and the development of and Harry Truman's decision to use the atomic bomb weapons;

Comment [A49]: BSG-All students should be required to learn these issues and events.

Comment [A50]: Clarification and inclusion for accuracy

~~(B)(D)~~ analyze major issues and military events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, including the battle of Midway, the invasion of Normandy; and fighting the war on multiple fronts the development of and Harry Truman's decision to use the atomic exxplain bomb;

Comment [A51]: BSG-All students should be required to learn these issues and events.

~~(C)(E)~~ explain the roles played by significant evaluate the military contributions of leaders during World War II including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, Oveta Culp Hobby, Benjamin O. Davis, Chester A. Nimitz, George Marshall, and George Patton; and

Comment [A52]: CRS-This responds to alignment with CRS IIA.

Comment [A53]: SBOE&IF-These leaders were added in response to SBOE and public input.

~~(F)~~ explain the Home Front and how patriotism inspired volunteerism and military enlistment, including the American Indian Code Talkers, purchasing of war bonds, Victory Gardens, the Double V campaign, and opportunities and obstacles for women and ethnic minorities;

Comment [A54]: SBOE&CRS-To address patriotism across all ethnic groups; address CCRS and SBOE recommendations regarding multiculturalism.

Comment [A55]: This is the domestic aspect of the Knowledge and Skill statement.

Comment [A56]: BSG-Founding documents

~~(E)~~ analyze the conflicts in Korea and Vietnam and describe their domestic and international effects;

~~(F)~~ describe the impact of the GI Bill, the election of 1948, McCarthyism, and Sputnik I;

~~(G)~~ analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations; and

~~(H)~~ identify the origins of major domestic and foreign policy issues currently facing the United States;

Comment [A57]: These SEs are being moved to a new Knowledge and Skill section on the Cold War.

(7) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the U.S. The student is expected to:

~~(6)(D)~~ (A) describe U.S. responses to Soviet ~~aggression~~ expansion after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, ~~and~~ the Berlin airlift, ~~and~~ John F. Kennedy's role in the Cuban Missile Crisis;

Comment [A58]: To stress fact rather than ideology

Comment [A59]: BSG-For additional clarity

(B) describe how McCarthyism and the House Un-American Activities Committee (HUAC), the arms race, and the space race increased Cold War tensions;

Comment [A60]: MV-One member wishes to add the following: "and how the later release of the Venona papers confirmed American suspicions regarding the cold war."

(C) explain reasons and outcomes for the U.S. involvement in the Korean Conflict and its relationship to the containment policy;

(D) explain reasons and outcomes for the U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam Conflict;

(E) analyze the major issues and events of the Vietnam Conflict such as the Tet Offensive, escalation of forces, Vietnamization, and the fall of Saigon; and

(F) describe the responses to the Vietnam Conflict such as the draft, 26th Amendment, the role of the media, credibility gap, the Silent Majority, and the antiwar movement;

Comment [A61]: MV-One member believes we need to see a SE regarding U.S. interventions into Latin America that resulted in the deposing of democratically elected government.

~~(7)~~ (8) History. The student understands the impact of the ~~American~~ U.S. Civil Rights Movement. The student is expected to:

(A) trace the historical development of the civil rights movement in the ~~18th~~; 19th and 20th, and 21st centuries, including the 13th, 14th, ~~and~~ 15th and 19th amendments;

(B) describe the role of political organizations that promoted the Civil Rights Movement, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;

Comment [A62]: Response to expert reviewer suggestion; eliminate long list.

(C) describe the role of groups that sought to maintain the status quo;

Comment [A63]: This provides balance to (B).

~~(B)~~(D) identify the role of significant leaders who supported and opposed of the eCivil #Rights mMovement, including Dr. Martin Luther King, Jr., Cesar Chavez, Betty Friedan, George Wallace, and others;

~~(C)~~(E) ~~evaluate government~~ describe Presidential and bipartisan Congressional efforts including the Civil Rights Act of 1964 to achieve equality in the United States including

desegregation of the Armed Forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; and

~~(D)-(F)~~ identify-evaluate changes in the United States that have resulted from the eCivil Rights mMovement such as increased participation of minorities in the political process.

Comment [A64]: SBOE&MV-One member wants to add "and compare the votes of Congressional Republicans and Democrats on the acts" in response to SBOE direction; other members felt this was much more specific than in other parts of the TEKS and was not needed.

(9) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:

(A) describe Richard M. Nixon's role in the normalization of relations with China and the policy of détente;

Comment [A65]: BSG-Constitutional issues

(B) describe Ronald Reagan's domestic and international policies, such as Reaganomics, Peace Through Strength;

(C) compare the impact of energy on the American way of life over time; and

(D) describe U.S. involvement in the Middle East, such as support for Israel, the Camp David Accords, the Iran Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; and

Comment [A66]: Change made in response to expert reviewer comment and in order to limit the document to facts; two members wish to retain "restoring national confidence."

Comment [A67]: MV-One member wants to add "welfare reform, emphasis on national defense (Strategic Defense Initiative), and winning the Cold War;"

(E) describe significant societal issues of this time period.

Comment [A68]: BSG-Founding documents and balance of power

Comment [A69]: This addresses U.S. contribution to founding of Israel.

(10) History. The student understands the emerging political, economic and social issues of the U.S. from the 1990s into the 21st century. The student is expected to:

Comment [A70]: There are major social issues during this time period that need to be addressed.

Comment [A71]: Creates consistency with other SEs

(A) describe U.S. involvement in world affairs including the end of the Cold War, the Persian Gulf War, the Balkans Crisis, 9/11, and the Global War on Terror;

(B) identify significant social and political advocacy organizations and leaders across the political spectrum;

(C) discuss the role of third party candidates, such as Ross Perot and Ralph Nader;

(D) discuss the historical significance of the 2008 presidential election; and

Comment [A72]: Address significance of 2008 – see SE History 1

(E) describe significant societal issues of this time period.

Comment [A73]: BSG-This section updates the history TEKS.

~~(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~

~~(A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and~~

~~(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.~~

~~(9)(11) Geography. The student understands the impact of geographic factors on major events. The student is expected to:~~

~~(A) analyze the effects impact of physical and human geographic factors on major events including the building of the settlement of the Great Plains, the Panama Canal, the Dust Bowl, and Hurricane Katrina; and~~

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

~~(10)(12) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:~~

~~(A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including Western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and~~

~~(B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.~~

~~(11)(13) Geography. The student understands the relationship between population growth and modernization on the physical environment. The student is expected to:~~

~~(A) identify the effects of population growth and distribution and predict future effects on the physical environment; and~~

~~(B) trace the development of the conservation of natural resources, including identify the role of the governmental entities and private citizens in managing the environment, such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act and efforts of private nonprofit organizations; and~~

Comment [A74]: Hurricane Katrina caused the second greatest migration in the history of the U.S.; therefore it should be discussed in conjunction with 11 and 12.

Comment [A75]: BSG-Added text to clarify and add focus to SE

Comment [A76]: Discussed whether "legal and illegal" should be placed in front of the term immigration.

Comment [A77]: Add "causes" to make SEs complete in 12.

Comment [A78]: MV-One Member wanted to include reference to legal and illegal immigration.

Comment [A79]: MV-One member: "ignoring demographics created by 12-20 million illegal immigrants is a significant omission."

Comment [A80]: MV-One member suggests that this phrase invites doomsday scenarios.

Comment [A81]: This is very difficult to assess, therefore eliminate phrase.

(C) understand the effects of governmental actions on individuals, industries, and communities.

Comment [A82]: To provide balanced view of governmental regulations

~~(12)~~(14) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:

(A) ~~analyze the relationship between private property rights and the settlement of the Great Plains;~~ describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;

Comment [A83]: BSG-To vertically align with Grade 8

(B) ~~compare the purpose of~~ describe the changing relationship between the federal government and private business, including the cost and benefit of laissez-faire, anti-trust acts, the Interstate Commerce Commission Act, with its performance over time and the Pure Food and Drug Act;

Comment [A84]: BSG-Clarified information for teachers

~~(C) describe the impact of the Sherman Antitrust Act on businesses;~~

Comment [A85]: Redundant. This information is found in B

~~(C) (D) analyze the effects of~~ explain how foreign policies affected economic policies including issues such as the Chinese Exclusion Act of 1882, the Open Door Policy and Dollar Diplomacy, and immigration quotas; on U.S. diplomacy; and

Comment [A86]: BSG-Provided more clarification

~~(D) (E)~~ describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.

~~(13)~~(15) Economics. The student understands significant economic developments between World War I and World War II. The student is expected to:

(A) analyze causes of economic growth and prosperity in the 1920s;

(B) ~~analyze identify~~ the causes of the Great Depression, including the impact of tariffs on the decline in worldwide trade, buying stock on margin, the stock market crash, and bank failures, and actions of the Federal Reserve System;

Comment [A87]: BSG-Input from vertical alignment discussion with economics team

Comment [A88]: BSG-Provided more clarification and vertical alignment

(C) analyze the effects of the Great Depression on the U.S. economy and society government, such as widespread unemployment, and deportation and repatriation of people of Mexican heritage and others;

Comment [A89]: Deletion due to redundancy; covered in (D)

Comment [A90]: MV-One member: unnecessary emphasis on "Mexican"

(D) ~~evaluate the effectiveness of New Deal measures in ending~~ compare Herbert Hoover's and Franklin Roosevelt's approaches to resolving the economic effects of the Great Depression; and

Comment [A91]: Provide more latitude to analyze effects

Comment [A92]: MV-One member believes that overall impact of New Deal is much broader than Hoover/Roosevelt individual views.

(E) ~~analyze describe~~ how various New Deal agencies and programs continue to affect the lives of U.S. citizens, such as including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security Administration, continue to affect the lives of U.S. citizens.

Comment [A93]: MV-One person believes that the negative aspects of New Deal policies need to be addressed.

~~(14)~~(16) Economics. The student understands the economic effects of World War II; and the Cold War. ~~and increased worldwide competition on contemporary society.~~ The student is expected to:

(A) describe the economic effects of World War II on the ~~h~~Home ~~f~~Front, such as the end of the Great Depression, rationing, and female women and minority employment;

Comment [A94]: MV-One member thinks there is too much emphasis on multiculturalism.

(B) identify the causes and effects of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), such as increased consumption and the growth of agriculture and business;

Comment [A95]: BSG&CRS-The group is following the SBOE "broad strokes" guidelines and the CRS.

(C) describe the economic impact of defense spending the Cold War on the business cycle and education priorities from 1945 to the 1990s and defense spending;

Comment [A96]: BSG-Adding specific information to help teachers understand the SE

(D) identify actions of government and the private sector to expand create economic opportunities ~~to all~~ for citizens, such as the Great Society, affirmative action, and Title IX; and

Comment [A97]: BSG-Adding clarity and specificity to the SE

Comment [A98]: BSG-Provides examples for teachers to understand SE;

Comment [A99]: BSG-Founding documents

(E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise (capitalist, free market) system, such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, General Agreement of Tariffs and Trade (GATT), and North American Free Trade Agreement (NAFTA).

Comment [A100]: Allows movement in the 21st century

(17) Economics. The student understands the economic effects of increased worldwide interdependence as the U.S. enters the 21st century. The student is expected to:

(A) discuss the role of American entrepreneurs in affecting the global economy, such as Bill Gates, Sam Walton, and Mary Kay Ash; and

Comment [A101]: Also, possibly include individuals who had a negative impact on economy, such as Bernie Madoff.

(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.

~~(15)~~(18) Government. The student understands changes over time in the role of government over time. The student is expected to:

~~(A)~~ evaluate the impact of New Deal legislation on the historical roles of state and federal governments;

Comment [A102]: This has been incorporated into the new (A).

~~(B)~~ (A) explain the impact of significant international events such as how the role of the federal government changes during times of significant events including World War I, the Great Depression, and World War II, the 1960s, and 9/11 ~~on changes in the role of the federal government;~~

~~(C)~~(B) evaluate describe the effects of political ~~incidents~~ scandals such as including Teapot Dome, ~~and~~ Watergate, and Clinton's impeachment on the views of U.S. citizens concerning the role of the trust in the federal government and its leaders; ~~and~~

~~(D)~~(C) ~~predict~~ discuss the effects role of contemporary government legislation ~~on the roles of state and federal governments in the private and public sectors, such as the~~ Community Reinvestment Act of 1977, USA Patriot Act of 2001, and the America Recovery and Reinvestment Act of 2009 ~~and~~

Comment [A103]: MV-Two members think that this is considered to be "contemporary."

Comment [A104]: MV-One member thinks that this legislation is responsible for the financial collapse of 2009.

Comment [A105]: MV-One Member thinks the examples are not needed here; they are too specific.

Comment [A106]: BSG-Updated and clarified

Comment [A107]: MV-Added in response member proposal but does not include the effect that participation has on national sovereignty as that member had intended

(D) Understand that the U.S. participates in international organizations and treaties.

~~(16)~~(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(A) evaluate describe the impact of events on the relationship between the legislative and executive branches of government, including such as the Gulf of Tonkin Resolution and the War Powers Act ~~on the relationship between the legislative and executive branches of government;~~ and

Comment [A108]: BSG-Clarification

(B) evaluate the impact of events relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the Presidential election of 2000; ~~on the relationships among the legislative, executive, and judicial branches of government.~~

Comment [A109]: BSG-Clarification and updated information

Comment [A110]: BSG-Application, interpretation, and analysis of Founding documents

~~(17)~~(20) Government. The student understands the impact of constitutional issues on American society in the 20th century. The student is expected to:

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions such as including *Plessy v. Ferguson*, *Hernandez v. Texas*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *Tinker v. Des Moines* ~~and~~ *Reynolds v. Sims*; ~~and~~

Comment [A111]: Affirmative action was discussed. The case of *Regents of the University of California v. Bakke* is no longer valid because it was overturned by the Gruder decision, which will be in government.

(B) ~~analyze~~ discuss historical reasons ~~for the adoption of 20th-century constitutional amendments to amend the constitution.~~

~~(18)~~(21) Citizenship. The student understands efforts to expand the democratic process. The student is expected to:

(A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, protesting, ~~court decisions~~ litigation, and amendments to the U.S. Constitution;

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and Congressional acts such as The American Indian Citizenship Act of 1924; and

(C) explain how participation in the democratic process reflects our national ~~identity~~ ethos, patriotism, and civic responsibility as well as our progress to build a "more perfect union."

~~(19)~~(22) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(A) describe qualities of effective leadership; and

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, ~~Shirley Chisholm, Dr. Hector P. Garcia, Thurgood Marshall, Billy Graham, Barry Goldwater, Phyllis Schlafly, and Hillary Clinton~~ and Franklin D. Roosevelt;

~~(C) identify the contributions of Texans who have been President of the United States.~~

~~(20)~~(23) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) describe how the characteristics and issues ~~of various eras~~ in U.S. history have been reflected in various works genres of art, music, film, and literature ~~such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's The Grapes of Wrath~~;

(B) describe the impact of significant examples of cultural movements in art, music, and literature on American society including such as Tin Pan Alley, Harlem Renaissance, Beat Generation, Rock and Roll, Chicano Mural Movement, and Hip Hop;

Comment [A112]: MV-One member: SE could be modified to violent/non-violent protests

Comment [A113]: SBG-Civic literacy, as per *Our Fading Heritage*.

Comment [A114]: MV-One Member: insufficient emphasis suggests the following: (21) Citizenship. The student understands the concept of American exceptionalism; the idea that the "United States" and its people differ from other nations. The student is expected to:
A. describe United States citizens as an association of people who came from numerous places throughout the world but who hold a common bond in standing for certain self-evident truths, like "freedom, inalienable natural and human rights, democracy, republicanism, the rule of law, civil liberty, civic virtue, the common good, fair play, private property, and Constitutional government."
B. describe how "United States" citizens have different states of mind, different surroundings, and different political cultures than other nations,
C. describe how citizens pursue the 'American dream' and the slow yet continuous journey of the people of the United States, sharing a nation and a "destiny," to build "a more perfect union," to live up to the dreams, hopes, and "ideals" of its founders, so that "these dead shall not have died in vain - that this nation, 'under God,' shall have a new birth of freedom - and that government of the people, by the people, for the people, shall not perish from this Earth."

Comment [A115]: MV-One member: examine the great speeches in this section, possibly including JFK (We choose to go to the Moon), Ronald Reagan (Tear down this wall), Martin Luther King (I have a dream), Charlton Heston (Culture War).

Comment [A116]: MV-One member: name selection appears more concerned with diversity than with significant accomplishments.

Comment [A117]: Barry Goldwater was leader of beginnings of conservative movement; Phyllis Schlafly is strong advocate for conservative women; Hillary Clinton is leader in health care and holds major governmental positions.

Comment [A118]: This is covered sufficiently in Grade 7.

Comment [A119]: MV-One Member: Hip Hop celebrates denigration of women, opposition to authority, etc. and should not be included.

Comment [A120]: MV-Some members wish to add "the hippie movement."

Comment [A121]: ER-Inserted in response to expert reviewer

Comment [A122]: Relevant examples

~~(C)~~ identify examples of American art, music, and literature that transcend American culture and convey universal themes;

Comment [A123]: This is redundant because it is now included in (A) and (B).

~~(E)~~(C) identify the impact of popular American culture on the rest of the world over time; and

(D) analyze the relationship between culture and the economy and identify examples such as the impact of global diffusion of American culture through the entertainment industry on the U.S. economy via various media.

~~(21)~~(24) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

(A) explain actions taken by people from racial, ethnic, gender, and religious groups to expand economic opportunities and political rights in American society;

Comment [A124]: MV-Three members: include "sexuality" because it is a social and political reality

(B) explain efforts of discuss the Americanization movement to assimilate immigrants and American Indians into American culture;

Comment [A125]: MV-One member: (A) describe organizations created by people from various groups to increase their influence on American society, such as National Rifle Association, Concerned Women for America, AARP, Christian Coalition, NAACP, and LULAC. MV-One member stated that there needs to be a diverse list of various interest groups.

(C) analyze explain how the contributions of people of various racial, ethnic, gender, and religious groups have helped to shape the national identity American culture; and

Comment [A126]: MV-One member stated that example of upgrade by default of current TEKS to February TEKS

(D) identify the political, social, and economic contributions of women to American society, including Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, and Oprah Winfrey.

Comment [A127]: Statement originator intends for this to stimulate discussion of opportunities to achieve the American dream. Perhaps use successful American entrepreneurs.

~~(22)~~(25) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:

(A) explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph and telephone and satellite communications, petroleum-based products, steel production, medical vaccinations, and computers on the economic development of the United States;

Comment [A128]: ER-Response to expert review

(B) explain how specific needs result in scientific discoveries and technological innovations such as those in agriculture, the military, and medicine including vaccines resulted from specific needs; and

Comment [A129]: MV-One member stated that the group declined to include key inventors, i.e. Thomas Edison and Wright Brothers. Group members responded that these inventors are previously taught by name in Grade 5. When the invention is taught, the inventor is mentioned.

(C) ~~analyze~~ understand the impact of technological innovations ~~on the nature of work, in the workplace and the response by business on~~ the American labor movement ~~and businesses~~;

Comment [A130]: BSG-Adds clarity

~~(23)~~(26) Science, technology, and society. The student understands the influence of scientific discoveries and technological innovations on ~~daily life~~ the standard of living in the United States. The student is expected to:

Comment [A131]: BSG-Clarified terminology

(A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, ~~have changed~~ the standard of living in the United States; and,

Comment [A132]: BSG-Clarified terminology

(B) explain how ~~technological innovations in areas such as~~ space technology and exploration ~~have impact~~ led to other innovations that affect daily life and the standard of living the quality of life;

Comment [A133]: BSG-Clarified terminology

~~(24)~~(27) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) ~~locate and use~~ use a variety of both primary and secondary sources ~~such as computer software, databases, media and news services, biographies, interviews, and artifacts~~ to acquire information and to analyze and answer historical questions about the United States;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, ~~and~~ making predictions, drawing inferences, and drawing conclusions;

(C) ~~understand~~ explain and apply different methods that how historians ~~use to~~ interpret the past (historiography) ~~including the use of primary and secondary sources, points of view, frames of reference, and historical context~~ and how their interpretations of history may change over time;

Comment [A134]: CRS-Incorporating CCRS

(D) use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context;

(F) identify bias in written, oral, and visual material;

(G) identify and support with historical evidence a point of view on a social studies issue or event; and

(H) use appropriate ~~mathematical~~ skills to analyze and interpret social studies information such as maps, ~~and~~ graphs and political cartoons.

Comment [A135]: BSG-Added clarity

~~(25)~~(28) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:

~~(A)~~(A) create written, oral, and visual presentations of social studies information;

~~(A)~~(B) use correct social studies terminology to explain historical concepts ~~correctly;~~ and

~~(B)~~ use ~~standard grammar, spelling, sentence structure, and punctuation;~~

Comment [A136]: Incorporated into Knowledge and Skill statement: "effectively"

(C) ~~transfer~~ use different forms of media to convey information ~~from one medium to another,~~ including written to visual and statistical to written or visual, using available computer software as appropriate; ~~and~~

~~(8)~~(29) Geography. Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create thematic maps, graphs, charts, ~~and models, and databases~~ representing various aspects of the United States; and

(B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and ~~models~~ available databases.

~~(26)~~(30) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process 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; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Source: The provisions of this §113.32 adopted to be effective September 1, 1998, 22 TexReg 7684