

SOCIAL STUDIES – GRADE 8

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:

(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;

(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

(C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783;

(D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise;

(E) analyze the arguments for and against ratification.

RECOMMENDED CHANGE

Add new (4F)

(F) Contrast the Founders’ intent relative to the wording of the First Amendment’s Establishment Clause and Free Exercise Clause, with the popular term “Separation of church and state”.

JUSTIFICATION

Stimulates critical thinking relating to the actual wording in the First Amendment. “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof”.

SOCIAL STUDIES – GRADE 8

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CURRENT ITEM / STUDENT EXPECTATION

(15) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents, including Magna Carta, the English Bill of Rights, the Mayflower Compact, *The Wealth of Nations*, the Declaration of Independence, the Federalist Papers, and selected anti-federalist writings, on the U.S. system of government;

RECOMMENDED CHANGE

(15) Government. The student understands the American beliefs and principles reflected in the **Declaration of Independence**, the U.S. Constitution and other important historic documents. The student is expected to:

(A) identify the influence of ideas from historic documents, including Magna Carta, the English Bill of Rights, the Mayflower Compact, *The Wealth of Nations*, ~~the Declaration of Independence~~, the Federalist Papers, and selected anti-federalist writings, on the U.S. system of government;

JUSTIFICATION

The SBOE has indicated that it desires major emphasis on the Founding principles and Founding documents. The Declaration of Independence certainly fits in this category, and should be studied at the same level as the Constitution, rather than at the level of other important, but lesser, documents.

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

(5) History. The student understands the effects of reform and third-party movements in the early 20th century The student is expected to:

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

RECOMMENDED CHANGE

B) **evaluate contrast** the **impact tone** of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W. E. B. DuBois **on American society; and** versus the optimism of immigrants including Jean Pierre Godet as told in Thomas Kinkade's *The Spirit of America*.

JUSTIFICATION

Diversity of opinion and balanced presentation.

The words of Godet and immigrants like him were, "I love America for giving so many of us the right to dream a new dream". Such words were as lost on the muckrakers as they are on many modern historians obsessed by oppression. Yet they have never been lost on those who lead: "An American", John F. Kennedy said decades later, "by nature is an optimist. He is experimental, an inventor and builder, who builds best when called upon to build greatly." - *A Patriot's History of the United States*, L. Schweikart and M. Allen, Page 462

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

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

(A) analyze causes and effects of events and social issues , such as immigration, Social Darwinism, 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, Glenn Curtiss, Marcus Garvey, and Charles A. Lindbergh.

RECOMMENDED CHANGE

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

JUSTIFICATION

from *War Against the Weak*, by Edward Black, 2003:

In the first three decades of the 20th Century, American corporate philanthropy combined with prestigious academic fraud to create the pseudoscience eugenics that institutionalized race politics as national policy. The goal: create a superior, white, Nordic race and obliterate the viability of everyone else.

How? By identifying so-called "defective" family trees and subjecting them to legislated segregation and sterilization programs. The victims: poor people, brown-haired white people, African Americans, immigrants, Indians, Eastern European Jews, the infirm and really anyone classified outside the superior genetic lines drawn up by American raceologists. The main culprits were the Carnegie Institution, the Rockefeller Foundation and the Harriman railroad fortune, in league with America's most respected scientists hailing from such prestigious universities as Harvard, Yale and Princeton, operating out of a complex at Cold Spring Harbor on Long Island. The eugenic network worked in tandem with the U.S. Department of Agriculture, the State Department and numerous state governmental bodies and legislatures throughout the country, and even the U.S. Supreme Court. They were all bent on breeding a eugenically superior race, just as agronomists would breed better strains of corn. The plan was to wipe away the reproductive capability of the weak and inferior.

Ultimately, 60,000 Americans were coercively sterilized — legally and extra-legally. Many never discovered the truth until decades later. Those who actively supported eugenics include America's most progressive figures: Woodrow Wilson, Margaret Sanger and Oliver Wendell Holmes.

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

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

(B) describe how McCarthyism, the House Un-American Activities Committee (HUAC), the arms race, and the space race increased Cold War tensions and how the later release of the Venona Papers confirmed suspicions of communist infiltration in U.S. government

RECOMMENDED CHANGE

(B) describe how **the extent and danger of Soviet agent infiltration of the U.S. government as revealed in Alger Hiss' guilt and confirmed later by the Venona Papers,** McCarthyism, the House Un-American Activities Committee (HUAC), the arms race, and the space race **affected/reflected increased** Cold War tensions. **and how the later release of the Venona Papers confirmed suspicions of communist infiltration in U.S. government.**

JUSTIFICATION

The issue of Soviet spies in the U. S. government during the 1940s deserves focus.

The U.S. and other nations were targeted in major espionage campaigns by the Soviet Union as early as 1942. Among those U. S. government officials identified were Julius and Ethel Rosenberg; Alger Hiss; Harry Dexter White, the second-highest official in the Treasury Department; Lauchlin Currie, a personal aide to Franklin Roosevelt; and Maurice Halperin, a section head in the Office of Strategic Services. Others included John Abt, Lee Pressman, Harold Ware, Laurence Duggan, and Michael Straight.

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

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

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

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

RECOMMENDED CHANGE

(A) identify significant social and political advocacy organizations, and leaders, and issues across the political spectrum;

(C) Evaluate efforts by global organizations to undermine U. S. sovereignty.

JUSTIFICATION

Combine old (E) with (B).

Threats of global government to individual freedom and liberty include the votes of the U. N. General Assembly, the International Criminal Court, the U. N. Gun Ban proposal, forced redistribution of American wealth to third world countries, and global environmental initiatives.

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

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

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

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

(C) analyze the impact of third parties;

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

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

RECOMMENDED CHANGE

Add new 11F

(F) discuss alternatives regarding long term entitlements such as Social Security and Medicare, given the decreasing worker to retiree ratio,

JUSTIFICATION

This is a critical thinking skills item, and it is also relevant to assessing the policies of the various ideologies that have shaped where we are as Americans.

U. S. HISTORY SINCE 1877

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

(21)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, including *Brown v. Board of Education* and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Delgado v. Bastrop I. S. D.*, and *Tinker v. Des Moines* ; and

RECOMMENDED CHANGE

(A) analyze the effects of 20th-century landmark U.S. Supreme Court decisions, including *Brown v. Board of Education* and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, ~~*Delgado v. Bastrop I. S. D.*~~, *Kelo v. New London*, *Ricci v. DeStefano*, and *Tinker v. Des Moines* ; and

JUSTIFICATION

Added two key recent decisions. *Kelo* gives rise to key states rights and property rights issues. *Ricci* provides balance to civil rights issues.

Kelo redefined 5th amendment property rights. Many states, including Texas, have passed state constitutional amendments protecting their citizens from this Supreme Court decision.

The issue with *Ricci* was whether a municipality (New Haven, CT) may decline to certify results of an exam that would make disproportionately more white applicants eligible for promotion than minority applicants, due to fears that certifying the results would lead to charges of racial discrimination.

Delgado dropped as it was not a Supreme Court case.

WORLD GEOGRAPHY STUDIES

RECOMMENDED CHANGE

CURRENT ITEM / STUDENT EXPECTATION

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.(continues on)

RECOMMENDED CHANGE

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on **contemporary issues** **issues of the historical time**. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region.(continues on)

JUSTIFICATION

Clarification. When “contemporary” is used in connection with something in the past, its meaning is not always clear. Contemporary critics of Shakespeare may mean critics in his time or critics in our time. – *American Heritage Dictionary*.

Further, standards should avoid viewing historical events in terms of today’s values (presentism). Such an approach can lead to erroneous perceptions of history, such as categorizing President Lincoln as a racist.