Report of the State Board of Education
Committee of the Full Board
March 10, 2010

The State Board of Education Committee of the Full Board met at 11:22 a.m. on Wednesday, March 10, 2010, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. All members of the committee were present, as follows:

Presiding: Gail Lowe, chair; Rick Agosto, Lawrence A. Allen, Jr., Mary Helen Berlanga, David Bradley, Barbara Cargill, Bob Craig, Cynthia Dunbar, Pat Hardy, Mavis B. Knight, Terri Leo, Don McLeroy, Ken Mercer, Geraldine Miller, Rene Nuñez

DISCUSSION ITEM

1. Public Hearing on Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School
(Board agenda page I-235)

Anita Givens, associate commissioner for standards and programs, stated that no member of the public had signed up for public testimony. Mrs. Lowe declared the public hearing closed.

ACTION ITEMS

2. Proposed Revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School
(Second Reading and Final Adoption)
(Board agenda page I-1)
[Official agenda item #3]

Ms. Givens explained that the documents provided to the committee were the Texas Essential Knowledge and Skills (TEKS) revision committees' recommended amendments to the high school English elective courses. She explained there have been no changes since first reading. The SBOE directed staff to change the terminology "e.g." to "such as." The SBOE also directed staff to include an explanation of the use of "including" and "such as" in the introduction to each high school English elective course.

MOTION AND VOTE: *It was moved by Mr. Craig, seconded by Ms. Hardy, and carried unanimously to recommend approval for second reading and final adoption the proposed revisions to 19 TAC Chapter 110, Texas Essential Knowledge and Skills for English Language Arts and Reading, Subchapter C, High School.*

3. Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School, and 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School
(First Reading and Filing Authorization)
(Board agenda page I-47)
[Official agenda item #4]

Public testimony was provided by the following individuals:

NAME: The Honorable Wayne Christian
AFFILIATION: Texas House of Representatives

NAME: The Honorable Dan Flynn
AFFILIATION: Texas House of Representatives

NAME: Jose A. Flores
AFFILIATION: Self

NAME: Placido Salazar
AFFILIATION: American G.I. Forum

NAME: Rhett Smith
AFFILIATION: Self

NAME: Antonio Diaz
AFFILIATION: Texas Indigenous Council

NAME: Mary Jane Martinez
AFFILIATION: Texas Families of Incarcerated Youth

NAME: Roman Pena
AFFILIATION: League of United Latin AmericanCitizens (LULAC) and American G.I. Forum

NAME: Pete Berkowitz and Suzanne Ransleben
AFFILIATION: Texas Holocaust and Genocide Commission

NAME: Chip Adams
AFFILIATION: Self

NAME: Vadim Anshelevich
AFFILIATION: Self

NAME: Gary Dale Nunn
AFFILIATION: Self

NAME: Marvinette Smith
AFFILIATION: Self

NAME: Tom Wood
AFFILIATION: Self

NAME: Ronald Rocha
AFFILIATION: Coalition for Education Reform

NAME: Carlos B. Bonapart
AFFILIATION: Self

NAME: Lanell Haynie
AFFILIATION: Self

NAME: Maggie Rivas-Rodriguoez
AFFILIATION: U.T. Austin/U.S. Latino and Latina World War II Oral History Project

NAME: Luis Figueroa
AFFILIATION: Mexican American Legal Defense and Educational Fund (MALDEF)

NAME: Cathlyn Anderson
AFFILIATION: Self

NAME: Amardeep Singh
AFFILIATION: Sikh Coalition

NAME: Emilio Zamora
AFFILIATION: U.T. Austin, Department of History

NAME: Nettie P. Hinton
AFFILIATION: NAACP – San Antonio Branch

NAME: Juan Mancias
AFFILIATION: Carrizo-Comecrudo Tribe of Texas

NAME: Jan Payne Pierce
AFFILIATION: Self

NAME: Jana Zettl
AFFILIATION: Self

NAME: Gary Bledsoe (Testimony read by Yannis Banks)
AFFILIATION: Texas NAACP

NAME: Rishi Bhutada
AFFILIATION: Hindu-American Foundation

NAME: Aubrey Garner
AFFILIATION: Self

NAME: The Honorable Eddie Rodriguez
AFFILIATION: Texas State Representative

NAME: Zenobia Joseph
AFFILIATION: Self

NAME: Richard Clayton
AFFILIATION: Self

NAME: Patty Quinzi
AFFILIATION: Texas American Federation of Teachers (AFT)

NAME: Leon Hernandez (Testimony read by Cruz Chavira)
AFFILIATION: LULAC and Miguel Hernandez Chapter of American GIs

NAME: Jonathan Saenz
AFFILIATION: Liberty Institute

NAME: Fidel Castillo
AFFILIATION: Coalition for Educational Reform

NAME: James Akers
AFFILIATION: Self

NAME: Bill Proctor
AFFILIATION: Self

NAME: Mary Torres
AFFILIATION: Self

NAME: Rosa Rosales
AFFILIATION: LULAC

NAME: Steven Schafersman
AFFILIATION: Self

NAME: Yannis Banks (Testimony read by Horace Brown, Jr.)
AFFILIATION: Texas NAACP

NAME: Robert Morrow
AFFILIATION: Self

NAME: Kenneth Koym
AFFILIATION: Self

NAME: James Turner
AFFILIATION: Self

MOTION: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(b)(2) to read as follows:*

"(2) The following periodization should serve as the framework for the organization of this course: 8000 ~~BCE~~ BC – 500 ~~BCE~~ BC (Development of River Valley Civilizations); 500 ~~BCE~~ BC-600 ~~CE~~ AD (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries."

and to recommend that the State Board of Education amend any reference throughout the social studies standards to "BCE" and "CE" to read "BC" and "AD" respectively.

MOTION AND VOTE: *It was moved by Mrs. Knight and seconded by Mr. Craig to recommend that the State Board of Education amend §113.42(b)(2) to read as follows:*

"(2) The following periodization should serve as the framework for the organization of this course: 8000 BC (BCE)-500 BC (BCE) (Development of River Valley Civilizations); 500 BC (BCE)-600 AD (CE) (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries."

The motion failed.

VOTE: *A vote was taken on the original motion made by Ms. Hardy.*

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(c)(1)(C) to read as follows:*

"(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, ~~and~~ Southwest Asia, and Mesoamerican civilizations;"

The motion carried.

MOTION AND VOTE: *It was moved by Dr. McLeroy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(c)(3)(A) to read as follows:*

"(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Cargill to recommend that the State Board of Education add new §113.42(4)(B) to read as follows:*

"(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(4)(C) to read as follows:*

"(C) explain the political, economic, and social impact of Islam on Europe; Asia; and ~~Northern, Eastern, and Sub-Saharan~~ Africa;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(4)(H) to read as follows:*

"(H) explain the development of the slave trade ~~within Africa~~;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Cargill and seconded by Ms. Leo to recommend that the State Board of Education add new §113.42(4)(K) to read as follows:*

"(K) explain three pro-free market factors contributing to European technological progress during the rise and decline of the medieval system."

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(5) to read as follows:*

"(5) History. The student understands the causes, characteristics and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education strike §113.42(5)(A) as follows:*

"~~(A) explain how the Crusades contributed to the development of the European Renaissance; and"~~

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(5)(A) to read as follows:*

"(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(5)(B) to read as follows:*

"(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(6) to read as follows:*

"(6) History. The student understands the characteristics and impact of Maya, Inca, and Aztec civilizations. The student is expected to:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(6)(A) to read as follows:*

"(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(6)(B) to read as follows:*

"(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education strike §113.42(6)(B) and (C) as follows:*

"~~(B) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztecs and explain how prior civilizations influenced their development;~~"

"~~(C) explain how the Inca and Aztec empires were impacted by European exploration/colonization;~~"

The motion carried.

MOTION AND VOTE: *It was moved by Mrs. Cargill and seconded by Mr. Mercer to recommend that the State Board of Education add new §113.42(6)(H) to read as follows:*

"(H) explain three pro-free market factors contributing to the success of Europe's Commercial Revolution."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Cargill and seconded by Mr. Mercer to recommend that the State Board of Education add new §113.42(7)(E) to read as follows:*

"(E) explain the benefits of free enterprise in the Industrial Revolution."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by McLeroy to recommend that the State Board of Education amend §113.42(8)(A) to read as follows:*

"(A) compare the causes, characteristics, and consequences of the American and French, ~~and Latin American~~ revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(8)(C) to read as follows:*

"(C) trace the influence of the American and French revolutions on Latin America, including the role of Simon Bolivar;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(8)(D) to read as follows:*

"(D) identify the influence of the following ideas on political revolutions~~:~~ such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Miller to recommend that the State Board of Education amend §113.42(10) to read as follows:*

"(10) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(11)(B) to read as follows:*

"(B) explain the roles of various world leaders including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin Roosevelt, and Winston Churchill prior to and during World War II; and"

The motion carried.

MOTION: *It was moved by Mrs. Berlanga and seconded by Mr. Nuñez to recommend that the State Board of Education add new in §113.42(11)(D) to read as follows:*

"(D) understand the importance of Medal of Honor recipients including Private Cleto Rodriguez, Sergeant Alejandro Ruiz, and Lieutenant Vernon J. Baker."

MOTION: *It was moved by Mr. Craig and seconded by Mrs. Miller to amend Mrs. Berlanga's proposed amendment to §113.42(11)(D) to read as follows:*

"(D) understand the importance of Medal of Honor recipients including individuals of all races and gender ~~including Private Cleto Rodriguez, Sergeant Alejandro Ruiz, and Lieutenant Vernon J. Baker.~~"

MOTION AND VOTE: *It was moved by Mrs. Knight and seconded by Mr. Nuñez to amend Mr. Craig's proposed amendment to §113.42(11)(D) to read as follows:*

"(D) understand the importance of Medal of Honor recipients including individuals of all races and gender such as Private Cleto Rodriguez, Sergeant Alejandro Ruiz, and Lieutenant Vernon J. Baker."

The motion failed.

VOTE: *A vote was taken on Mr. Craig's amendment to Mrs. Berlanga's motion.*

The motion carried.

VOTE: *A vote was taken on the original motion made by Mrs. Berlanga.*

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Miller to recommend that the State Board of Education amend §113.42(12) to read as follows:*

"(12) History. The student understands the impact of major events associated with the Cold War and ~~decolonization~~ independence movements. The student is expected to:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Mercer to recommend that the State Board of Education amend §113.42(12)(B) to read as follows:*

"(B) summarize the factors that contributed to communism in China ~~:~~ including Mao Zedong's role in its rise, and how it differed from Soviet communism;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(12)(C) to read as follows:*

"(C) identify the following major events of the Cold War ~~:~~ including the Korean War, the Vietnam War, and the arms race;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(12)(D) to read as follows:*

"(D) explain the roles of modern world leaders including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II in the collapse of communism in Eastern Europe and the Soviet Union; and"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Craig to recommend that the State Board of Education amend §113.42(12)(E) to read as follows:*

"(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts."

The motion carried.

MOTION AND VOTE: *It was moved by Dr. McLeroy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(c)(12)(F) to read as follows:*

"(F) explain how Arab rejection of the State of Israel has led to ongoing conflict."

The motion carried.

MOTION AND VOTE: *It was moved by Dr. McLeroy and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(c)(13) to read as follows:*

"(13) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents ~~and the ongoing conflict between Palestinians and Israelis in the second half of the 20th century~~. The student is expected to:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded to recommend that the State Board of Education amend §113.42(13)(A) to read as follows:*

"(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century including Palestinian terrorism and the growth of Al Qaeda;"

The motion carried.

Mr. Agosto, Mr. Allen, Mrs. Berlanga, and Mr. Nuñez opposed.

MOTION AND VOTE: *It was moved by Dr. McLeroy and seconded by Mr. Bradley to recommend that the State Board of Education strike §113.42(c)(13)(B) as follows:*

"~~(B) explain the origins and impact of the Israeli-Palestinian conflict on global politics; and~~"

The motion carried.

MOTION AND VOTE: *It was moved by Mrs. Berlanga and seconded by Mrs. Knight to recommend that the State Board of Education add new §113.42(13)(D) to read as follows:*

"(D) other acts of terrorism prior to September 11, 2001, not related to Islam, including the U.S. Cavalry against American Indians, the Texas Rangers against Mexican Americans, and for decades by the Ku Klux Klan and other white supremacist groups right here in our own country."

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(17)(B) to read as follows:*

"(B) identify the historic origins and characteristics of communism, including the ~~contributions~~ influences of Karl Marx;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Bradley to recommend that the State Board of Education add new §113.42(17)(D) to read as follows:*

"(D) identify the historic origins and characteristics of fascism."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Dunbar and seconded by Mr. Bradley to recommend that the State Board of Education amend §113.42(19)(B) to read as follows:*

"(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, ~~John Locke's "Two Treatises of Government,"~~ the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Dunbar and seconded by Ms. Leo to recommend that the State Board of Education substitute §113.42(19)(C) to read as follows:*

"(C) explain the impact of the writings of John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and Sir William Blackstone:"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(19)(D) to read as follows:*

"(D) explain the ~~significance of the League of Nations and~~ role of the United Nations from its conception to the present."

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr.Craig to recommend that the State Board of Education amend §113.42(21)(C) to read as follows:*

"(C) identify examples of politically motivated mass murder in Cambodia, China, Latin America, ~~and~~ the Soviet Union, and Armenia;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Ms. Leo to recommend that the State Board of Education amend §113.42(21)(D) to read as follows:*

"(D) identify examples of genocide, including the Holocaust and genocide in ~~Armenia,~~ the Balkans~~,~~ and Rwanda;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Ms. Dunbar to recommend that the State Board of Education add "Darfur" in §113.42(21)(D) to read as follows:*

"(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda and Darfur;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(21)(E) to read as follows:*

"(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, ~~Oscar Romero~~, and Chinese student protestors in Tiananmen Square; and"

The motion carried.

MOTION AND VOTE: *It was moved by Mrs. Knight and seconded by Mr. Nuñez to recommend that the State Board of Education add "Natan Sharansky" in §113.42(21)(E) to read as follows:*

"(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Natan Sharansky, and Chinese student protestors in Tiananmen Square; and;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Craig to recommend that the State Board of Education amend §113.42(21)(E) to read as follows:*

"(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Natan Sharansky, Las Madres de Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Knight to recommend that the State Board of Education amend §113.42(22)(A) to read as follows:*

"(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and"

The motion carried.

MOTION AND VOTE: *It was moved by Mrs. Knight and seconded by Mr. Agosto to recommend that the State Board of Education amend §113.42(22)(A) to read as follows:*

"(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including ~~Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and the development of monotheism~~ the Eastern religions of Hinduism, Buddhism, Confucianism, and Sikhism; and the Western Religions of Judaism, (including the development of monotheism), Christianity, and Islam; and"

The motion failed.

MOTION: *It was moved by Ms. Hardy and seconded by Mrs. Miller to recommend that the State Board of Education amend §113.42(23)(B) to read as follows:*

"(B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, and Margaret Thatcher."

MOTION AND VOTE: *It was moved by Ms. Leo and seconded to amend Ms. Hardy's proposed amendment by adding Golda Meier to read as follows:*

"(B) describe the major influences of women during major eras of world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, ~~and~~ Margaret Thatcher, and Golda Meier."

The motion carried. Mr. Agosto, Mr. Allen, and Mrs. Knight voiced their opposition.

VOTE: *A vote was taken on the Ms. Hardy's amended motion.*

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Craig to recommend that the State Board of Education amend §113.42(24)(A) to read as follows:*

"(A) summarize the ~~following~~ fundamental ideas and institutions of Eastern civilizations that originated in China and India~~: Hinduism, Confucianism, Daoism, the Mandate of Heaven, Legalism, and Buddhism~~;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(24)(C) to read as follows:*

"(C) explain the relationship among Christianity, individualism, ~~and~~ growing secularism ~~that began with the Renaissance~~ and how the relationship influenced subsequent political developments; and"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Miller to recommend that the State Board of Education reinsert the original (20)(A)(B)(C) to become §113.42(26)(A)(B)(C) to read as follows:*

"(26) Culture. The student understands the relationship between the arts and times during which they were created. The student is expected to:
(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principal from selected cultures;
(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and
(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education amend §113.42(25)(A) to read as follows:*

"(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in River Valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200, and in China from the Tang to Ming dynasties;"

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Dr. McLeroy to recommend that the State Board of Education add new §113.42(25)(E) to read as follows:*

"(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Galileo, and Pythagoras."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mrs. Miller to recommend that the State Board of Education add new §113.42(26)(E) to read as follows:*

"(E) identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Sir Isaac Newton, Louis Pasteur, and James Watt."

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy and seconded by Mr. Nuñez to recommend that the State Board of Education amend §113.43(15) to read as follows:*

"(15) Citizenship. The student understands how ~~geography affects~~ different points of view ~~on~~ influence the development of public ~~issues and~~ policies and decision making processes on local, state, national, and international levels. The student is expected to:

~~(A) compare the effects of different social, economic, and political points of view about public issues and policies;~~

(A) identify and give examples of different points of view that influence the development of public policies and decision making processes on local, state, national, and international levels; and

The motion carried.

MOTION AND VOTE: *It was moved by Mr. Craig, seconded by Mrs. Miller, and carried unanimously to adjourn the Committee of the Full Board meeting.*

Mrs. Lowe adjourned the meeting at 8:30 p.m.