

DRAFT Proposed Revisions

Texas Essential Knowledge and Skills

United States History Studies Since Reconstruction

Prepared by the State Board of Education TEKS Review Committees

First Draft – July 31, 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

MV = multiple viewpoints from within the committee

§113.32. United States History Studies Since 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 Reconstruction to the present. The founding documents provide a framework for our 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 Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies ~~of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 rich 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.

- 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.

~~(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, and diaries; and poetry, songs, and artworks is encouraged. 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.~~

Comment [A8]: Too specific for introduction. Is found in the Essential Knowledge and Skill statements.

~~(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.~~

Comment [A9]: Incorporating strand information into following paragraph.

(2) (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. ~~These~~ content standards, as appropriate for the grade level or course, enable 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, §28.002(h).

Comment [A10]: Brings strands into this paragraph

(3) The TAC Title 19, ch. 75 rule §74.33 (a) requires that each year social studies 17 falls is designated as Celebrate Freedom Week in public schools. 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. 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.”

Comment [A11]: BSG-Added to include Celebrate Freedom Week Mandate.

(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;

Comment [A12]: CRS-In response to CRS report.

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

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

~~(D)~~ ~~(C)~~ explain the significance of the following years ~~dates~~: 1898, 1914-1918, 1929, 1941-1945, ~~and~~ 1957, 1968, 1989, 2001, and 2008.

Comment [A13]: 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 [A14]: 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 [A15]: BSG-Add clarity.

(C) analyze social issues ~~such as~~ including the treatment of women and minorities, child labor, growth of cities, Social Gospel, and ~~problems of the~~ immigrant experience.

Comment [A16]: There is some question whether Social Gospel includes philanthropy.

Comment [A17]: BSG-This is more inclusive and expands the concept.

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

Comment [A18]: BSG-The founding document principles will be reflected in this section.

(A) explain why significant events, policies, and individuals, including the Spanish-American War, U.S. ~~expansionism~~ imperialism, Henry Cabot Lodge, Alfred Thayer

Comment [A19]: This is an accepted term by historians.

<p>Mahan, and Theodore Roosevelt, moved the United States into the position of a world power;</p>	<p>Comment [A20]: BSG-Added for clarity.</p>
<p>(B) evaluate the responses to American imperialism including Guam, Hawaii, Cuba, Philippines, and Puerto Rico;</p>	<p>Comment [A21]: BSG-Added to give inhabitants a voice and that the constitution follows the flag. Founding document.</p>
<p>(C) (B) identify the causes of World War I and reasons for U.S. entry involvement in World War I, including propaganda and unrestricted submarine warfare;</p>	<p>Comment [A22]: 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.</p>
<p>(D) (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</p>	<p>Comment [A23]: BSG-Add clarity and depth of understanding.</p>
<p>(D) analyze the impact of significant technological innovations in World War I including machine guns, airplanes, tanks, and poison gas that resulted in trench warfare.</p>	<p>Comment [A24]: BSG-Founding document, Bill of Rights, Amendment 1.</p>
<p>(E) (D) 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.</p>	<p>Comment [A25]: MV-One member thinks that this SE should remain (... [1]</p>
<p>(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:</p>	<p>Comment [A26]: These items changed the nature of traditional v (... [2]</p>
<p>(A) evaluate the impact of Progressive Era reforms including initiative, referendum, recall, and the passage of the 16th, and 17th, 18th, and 19th amendments;</p>	<p>Comment [A28]: For teacher guidance.</p>
<p>(B) evaluate the impact of muckrakers and reform leaders such as including Upton Sinclair, Susan B. Anthony, Ida B. Wells, and W.E.B. DuBois, and Robert LaFollette on American society; and</p>	<p>Comment [A29]: BSG-Founding document.</p>
<p>(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.</p>	<p>Comment [A27]: BSG-Clarification</p>
<p>(5) History. The student understands significant individuals, events, and social issues, and individuals of the 1920s. The student is expected to:</p>	<p>Comment [A30]: BSG-This makes it chronologically accurate.</p>
<p>(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</p>	<p>Comment [A31]: Completes all Progressive era amendments.</p>
<p>(B) analyze the impact of significant individuals such as Clarence Darrow, William Jennings Bryan, Henry Ford, Marcus Garvey, and Charles A. Lindbergh.</p>	<p>Comment [A32]: BSG-Important term and for clarification</p>
<p>(6) History. The student understands the domestic and international impact of significant national and international decisions and conflicts from the US participation in World War II and the Cold War to the present on the United States. The student is expected to:</p>	<p>Comment [A33]: MV-One member comments testing requirements on (... [3]</p>
<p></p>	<p>Comment [A35]: BSG-Founding document.</p>
<p></p>	<p>Comment [A34]: BSG-These are common and important terms for (... [4]</p>
<p></p>	<p>Comment [A36]: BSG-Change for clarify and alignment with SEs.</p>
<p></p>	<p>Comment [A37]: BSG-Founding document.</p>
<p></p>	<p>Comment [A39]: MV-One member commented to an overdependence (... [5]</p>
<p></p>	<p>Comment [A38]: BSG&CRS-These are also significant issues that imp (... [6]</p>
<p></p>	<p>Comment [A41]: BSG&CRS-He is also a significant person and this a (... [7]</p>
<p></p>	<p>Comment [A42]: Could be omitted or replaced.</p>
<p></p>	<p>Comment [A40]: MV-One members suggested that Warren G. Harding (... [8]</p>
<p></p>	<p>Comment [A43]: BSG-More detail is provided for teachers.</p>
<p></p>	<p>Comment [A44]: BSG-Deleted portion is moved to a newly create (... [9]</p>

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

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

Comment [A45]: BSG-This is a necessary component of WWII policy.

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

Comment [A46]: BSG-All students should be required to learn these issues and events.

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

Comment [A47]: BSG-Nimitz is added because he was the naval commander in the Pacific theater. Hobby is added because she pioneered women in the military. Davis is added because he was leader of the Tuskegee Airmen, is first African-American colonel in the Army Air Corps, and his efforts led to the integration of the armed forces.

(E) explain the Home Front and how patriotism inspired volunteerism, military enlistment, purchasing of war bonds, Victory Gardens, and opportunities for women and ethnic minorities;

Comment [A48]: MV-One person: removal of Bradley, Patton, and lack of inclusion of Nimitz, while adding Hobby and Davis demonstrates agenda to sacrifice historical significance with multicultural considerations.

~~(D) describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization, and the Berlin airlift;~~

Comment [A49]: CRS-This responds to alignment with CRS IIA.

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

Comment [A50]: This is the domestic aspect of the Knowledge and Skill statement.

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

Comment [A51]: BSG-Founding documents.

~~(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 [A52]: These SEs are being moved to a new Knowledge and Skill section on the Cold War.

(7) 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:

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

Comment [A53]: BSG-For additional clarity.

(B) describe how McCarthyism, the arms race, and the space race increased Cold War tensions;

Comment [A54]: MV-One member thinks that if McCarthyism is noted, then the Venona papers need to be explained that exonerates him.

(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 positive and negative 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 [A55]: 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.

Comment [A56]: BSG-This entire section was moved from an earlier part. Some terminology was added for clarity and specificity.

~~(7)~~ (8) History. The student understands the impact of the U.S. civil rights movement. The student is expected to:

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

(B) **evaluate** describe government efforts 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;

(C) identify significant leaders and political activist organizations of the civil rights movement, including Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Student Nonviolent Coordinating Committee (SNCC), American Indian Movement (AIM), and Mexican-American Legal Defense and Education Fund (MALDEF); and

Comment [A57]: Question about inclusion of Malcolm X.

Comment [A58]: CRS-Address CRS IIA on multiculturalism.

Comment [A59]: MV-One person: inclusion of 7 names and organizations disproportionate compared to only 3 in conservative section.

(D) evaluate changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.

(9) History. The student understands the impact of political, economic, and social factors in U.S. role in the world from the 1970s to 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 [A60]: BSG-Constitutional issues.

Comment [A61]: MV-One person believes that the negative aspects of Reagan's policies need to be addressed.

(B) describe Ronald Reagan's role in restoring national confidence, such as Reaganomics and Peace with Strength.

Comment [A62]: BSG-Founding documents and balance of power.

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

Comment [A64]: BSG-Section has been expanded and updated from 1998 version to be more specific. Also responded to expert reviewers to make it up-to-date.

(D) describe U.S. involvement in the Middle East, including the Camp David Accords, the Iran Contra Affair, and the Iran Hostage Crisis.

Comment [A63]: Perhaps use "such as."

(10) History. The student understands the circumstances of the U.S. as it emerges into the 21st century. The student is expected to:

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

(B) identify significant conservative advocacy organizations and individuals, such as Newt Gingrich, Phyllis Schlafly, and the Moral Majority.

(C) discuss the rise of domestic terrorism

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

MV-Several members believe that another SE should be added that includes liberal organizations, such as Planned Parenthood, Move On.org, Sierra Club, etc.

Comment [A65]: Possible additions would include George W. Bush, National Rifle Association, Rush Limbaugh.

Comment [A66]: MV-Several members believe that another SE should be added that includes liberal organizations, such as Planned Parenthood, Move On.org, Sierra Club, etc.

Comment [A67]: MV-One member believes group declines to give adequate emphasis to this area.

Comment [A68]: BSG-This section updates the history TEKS.

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

(A) analyze the impact of physical and human geographic factors on 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.

Comment [A69]: BSG-Added text to clarify and add focus to SE.

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

(A) analyze the 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 effects of changing demographic patterns resulting from immigration to the United States.

Comment [A70]: ?? such as ??

Comment [A72]: MV-One member: ignoring demographics created by 12-20 million illegal immigrants is a significant omission.

(13) ~~(11)~~ 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 the establishment of the National Park System and efforts of private nonprofit

Comment [A71]: Discussed whether "legal and illegal" should be placed in front of the term immigration.

Comment [A73]: MV-One member suggests that this phrase invites doomsday scenarios.

Comment [A74]: This is very difficult to assess, therefore eliminate phrase.

~~organizations.~~ Identify the role of the governmental entities and private citizens to protect the environment, such as the establishment of the National Park System, and the Environmental Protection Agency.

Comment [A75]: BSG-SE was reworded to bring it up-to-date and acknowledge contributions of private citizens and landowners.

~~(14)~~ ~~(12)~~ 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 [A76]: BSG-To vertically align with grade 8.

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

Comment [A77]: BSG-Clarified information for teachers.

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

Comment [A78]: Redundant. This information is found in B.

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

Comment [A79]: 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.

~~(15)~~ ~~(13)~~ 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, the stock market crash, and bank failures;

Comment [A80]: BSG-Input from vertical alignment discussion with economics team.

(C) analyze the effects of the Great Depression on the U.S. economy and government, such as widespread unemployment, forced repatriation of Mexican Americans, and increased government intervention;

Comment [A81]: BSG-Provided more clarification and vertical alignment.

Comment [A82]: Provide more latitude to analyze effects

(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 [A83]: 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 [A84]: NV-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. ~~on contemporary society.~~ The student is expected to:

Comment [A85]: Perhaps add comparative

(A) describe the economic effects of World War II on the home front, including rationing, ~~female women and minority~~ employment, and the end of the Great Depression;

Comment [A86]: MV-One member thinks there is too much emphasis on multiculturalism.

(B) identify the causes and effects of prosperity in the 1950s, including the impact of the GI Bill (Servicemen’s Readjustment Act of 1944); such as increased consumption, manufacturing efficiencies, and the growth of agriculture and industry;

Comment [A87]: BSG&CRS-The group is following the SBOE “broad strokes” guidelines and the CRS.

Comment [A88]: BSG-Adding specific information to help teachers understand the SE.

(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 [A89]: Adding clarity and specificity to the SE.

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

Comment [A90]: BSG-Provides examples for teachers to understand SE. Perhaps add other examples.

Comment [A91]: BSG-Founding documents.

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

Comment [A92]: BSG-Adding specific information to help teachers understand SE.

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

Comment [A93]: Perhaps add comparative

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

Comment [A95]: Statement originator intends for this to stimulate discussion of opportunities to achieve the American dream. Perhaps use successful American entrepreneurs.

(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy, such as North American Free Trade Agreement (NAFTA) and war on terror.

Comment [A94]: Also, possibly include individuals who had a negative impact on economy, such as Bernie Madoff.

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

Comment [A96]: Allows movement in the 21st century.

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

Comment [A97]: This has been incorporated into the new A.

(A) explain how the role of the federal government changes during times of significant events including World War I, the Great Depression, World War II, the 1960s, and 9/11.

Comment [A98]: This is an elaboration and combines the old A and B. This also contains more current events.

~~(B) explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government;~~

Comment [A99]: This has been incorporated in the new A.

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

Comment [A100]: BSG-Updated information.

~~(C) (D) predict the effects of selected contemporary legislation on the roles of state and federal governments;~~ discuss the role of contemporary government legislation 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.

Comment [A103]: BSG-Updated and clarified.

Comment [A101]: MV-Two members think that this considered to be “contemporary”

Comment [A102]: MV-One member thinks that this legislation responsible for financial collapse of 2009.

~~(19) (16)~~ 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 [A104]: 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 contested election of 2000; ~~on the relationships among the legislative, executive, and judicial branches of government.~~

Comment [A105]: BSG-Clarification and updated information.

Comment [A106]: BSG-Application, interpretation, and analysis of Founding documents.

~~(20) (17)~~ 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, and Tinker v. Des Moines and Reynolds v. Sims;

Comment [A107]: 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 government.

Perhaps add *Kelo v City of New London* case. Also perhaps add *Ricci v DeStefano*

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

~~(21) (18)~~ 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;

Comment [A108]: MV-One member: SE could be modified to violent/non-violent protests

(B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments; and

(C) explain how participation in the democratic process reflects our national ~~identity~~ ethic, patriotism, and civic responsibility.

Comment [A109]: SBG-Civic literacy, as per *Our Fading Heritage*.

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

Comment [A110]: 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).

(A) describe qualities of effective leadership;

(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Shirley Chisholm, Henry B. Gonzalez, Thurgood Marshall, Sandra Day O'Connor, and Billy Graham, ~~and Franklin D. Roosevelt~~; and

Comment [A111]: MV-One member: name selection appears more concerned with diversity than with significant accomplishments.

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

Comment [A112]: Perhaps add Harvey Milk.

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

Comment [A113]: This is covered sufficiently in grade 7.

(A) describe how the characteristics and issues of various eras genres in U.S. history have been reflected in works of art, music, and literature;

Comment [A114]: BSG-More descriptive term.

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

Comment [A115]: Relevant examples.

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

Comment [A116]: This is redundant because it is now included in A and B.

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

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

Comment [A117]: BSG-Brings SE into current and relevant situations.

(24) ~~(21)~~ 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:

Comment [A118]: May add examples at a later time.

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

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.

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

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, and religious groups ~~have helped to shape the national identity~~ American culture; and

Comment [A119]: 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, such as Eleanor Roosevelt, Jane Addams, Delores Huerta, and Mary Kay Ash.

Comment [A120]: SBG-Perhaps also consider Katherine Graham, Hillary R. Clinton, and Shirley Chisholm.

(25) (22) 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,~~ petroleum-based products, steel production, medical vaccinations, and computers on the economic development of the United States;

Comment [A121]: 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.

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

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

Comment [A122]: BSG-Adds clarity.

(26) (23) 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 [A123]: BSG-Clarified terminology.

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

Comment [A124]: BSG-Clarified terminology.

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

Comment [A125]: BSG-Clarified terminology.

(27) (24) 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:

Comment [A126]: Group is awaiting vertical alignment suggestions in editing skills section.

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

Comment [A127]: BSG-Reworded SE and added second part for depth. This is also more grade-specific.

(B) 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;

(C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;

Comment [A128]: Change terminology?

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

(E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

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

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

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

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

(A) use social studies terminology correctly;

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

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

(29) ~~(26)~~ 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.

(30) ~~(8)~~ 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, 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.

Comment [A129]: This will be aligned with social studies skills at a later time.

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

DRAFT

Page 3: [1] Comment [A25]	Author
MV-One member thinks that this SE should remain because it downplays the sacrifices of American military personnel.	
Page 3: [2] Comment [A26]	Author
These items changed the nature of traditional warfare and allow students see a summary of the war and its impact.	
Page 3: [3] Comment [A33]	Author
MV-One member comments testing requirements on four names seems excessive.	
Page 3: [4] Comment [A34]	Author
BSG-These are common and important terms for students to know.	
Page 3: [5] Comment [A39]	Author
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.	
Page 3: [6] Comment [A38]	Author
BSG&CRS-These are also significant issues that impacted society and are included in the CRS IIA.	
Page 3: [7] Comment [A41]	Author
BSG&CRS-He is also a significant person and this addition addresses multicultural CRS alignment.	
Page 3: [8] Comment [A40]	Author
MV-One members suggested that Warren G. Harding be added.	
Page 3: [9] Comment [A44]	Author
BSG-Deleted portion is moved to a newly created and separate TEKS.	

DRAFT