

Work Groups C and D Draft Recommendations
Social Studies, Texas Essential Knowledge and Skills
Middle School, Grades 6–8

Prepared by the State Board of Education Social Studies TEKS Streamlining Work Groups

June 2018

These draft recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) for grades 6–8 that have been recommended by State Board of Education’s TEKS streamlining work groups C and D. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple, italicized font with strikethrough (~~*moved text*~~) and is shown in the proposed new location in purple, italicized font with underlines (*new text location*). Recommendations to clarify language are shown in blue font with underlines (clarifying language). Additions made as technical edits are shown in green font with underlines (additions).

Comments in the middle column provide explanations for the proposed changes. Work groups estimated the amount of instructional time that would be reduced based on their recommendations. The reduction of instructional time is provided in minutes in the right-hand column.

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| §113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012. | | | |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| TEKS with edits | | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) | Knowledge and skills. | | |
| (1) | History. The student understands that historical events influence contemporary events. The student is expected to: | | |
| (A) | trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and | Colonization implies invasion and conquest and perhaps this deletion will keep the class focused on contemporary issues. (Clarification) | 500 minutes |
| (B) | analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. | | |
| (2) | History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: | | |
| (A) | identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and | Focus on contemporary society. The government connection with the Greeks will occur in 12(C) therefore, getting rid of the redundancy. For those who spent time teaching the French Revolution specifically this now allows them to cluster this SE with any other appropriate SE. | 45 minutes |
| (B) | evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. | | |
| (3) | Geography. The student uses geographic tools <i>such as maps, graphs, charts, models, and databases</i> to answer geographic questions. The student is expected to: | Moved from 3(B). | Noted at 3(B) |
| (A) | pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? <i>Using latitude and longitude, where is it located?;</i> | Clarification on this SE and a move from 4(A) Streamlining the concept and saving time. It is not necessary for students to pose questions associated with this SE, because they are already written. We added the new, because it is a geographic question. | 70 minutes (time saved by not posing questions) Time saved for the moved information is noted in 4(A). |
| (B) | pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases; | The crossed out words were moved to the Knowledge and Skill statement (3). Moved because these are tools to be used for all SE's that are with the Knowledge and Skill statement (3). | 70 minutes |

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| (C) | compare various world regions and countries using data from geographic tools, <i>including maps, graphs, charts, databases, and models</i> ; and | The crossed out words were moved to the Knowledge and Skill statement (3). | 70 minutes |
| (D) | create <u>geographic tools such as</u> <i>regional sketch maps</i> , thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries. | Clarification that this SE is a choice and not asking students to do all of the geographic tools. Portion of this SE came from 4(E) | 1000 minutes |
| (4) | Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes and uses latitude and longitude to determine absolute locations . The student is expected to: | Deleted to reflect the movement of 4(A) to 3(A), which allows this Knowledge and Skill statement to be more focused on factors that influence the locations and characteristics of locations of various contemporary societies | |
| (A) | <i>locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</i> | The concept is moved to 3(A) For future revisions, suggest replacing this SE with “climate regions”. | 140 minutes |
| (A)(B) | identify and explain the geographic factors responsible for patterns of population in places and regions; | | |
| (B)(C) | explain ways in which human migration influences the character of places and regions; | | |
| (C)(D) | identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; <i>and</i> | | |
| (E) | <i>draw sketch maps that illustrate various places and regions; and</i> | Moved to 3(D) to reduce redundancy to make this optional. | 1025 minutes |
| (D)(F) | identify the location of major world countries <u>for each of the world regions</u> such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia. | Clarification and streamlining of the SE. This allows for the flexibility of a contemporary world cultures course. For future consideration –Please note that mapping the location is important for each region. We would like to add the word “and map” | 600 minutes |

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| (5) | Geography. The student understands how geographic factors influence the economic development; <u>and</u> political relationships; and policies of societies. The student is expected to: | Clarification of SE. The concept of “political policies” is too complex for the amount of time and grade level. | 630 minutes |
| (A) | identify and explain the geographic factors responsible for the location of economic activities in places and regions; <u>and</u> | | |
| (B) | identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's <u>political relationships</u> . ability to control territory; and | Clarification of the SE. The terminology “Political Relationships” is thoroughly covered in state adopted material. “Political relationships” is more flexible and open ended than the “ability to control territory”. | 70 minutes |
| (C) | explain the impact of geographic factors on economic development and the domestic and foreign policies of societies. | Redundant this is covered in 5(A) and 5(B) | 630 minutes |
| (6) | Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: | Being addressed in 6 th grade Science | 2,165 minutes for all SEs under 6 |
| (A) | describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface; | The description of physical environmental process is being addressed in 6 th grade science. | |
| (B) | identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and | Being addressed in 8(A) Redundant | |
| (C) | <i>analyze the effects of the interaction of physical processes and the environment on humans.</i> | Bumped down to 7 as a new 7(A), because it is a more appropriate fit. | 0 minutes, moved to the new 7(A) |
| (6) (7) | Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: | | |
| (A) | <i>analyze the effects of the interaction of physical processes and the environment on humans;</i> | Because 7 is all about interactions this is a more appropriate fit. (Moved from 6 (C)) | 0 minutes, Moved from 6 (C) |
| (B) (A) | identify and analyze ways people have adapted to the physical environment in various places and regions; | | |
| (C) (B) | identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and | | |

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| (D) (E) | describe ways in which technology influences human- <u>environment</u> interactions with the environment such as humans building dams for flood control. | Clarification and more congruent with Geography concepts. Now the SE is not tied to one example and is more flexible. | 75 minutes |
| (8) | Economics. The student understands the factors of production in a society's economy. The student is expected to: | | |
| (A) | describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies; | | |
| (B) | identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and | Based on recommendations of Work Group A. It narrows the scope of the Student Expectation. | 45 minutes |
| (C) | explain the impact of <u>the distribution</u> relative scarcity of resources on international trade and economic interdependence among and within societies. | Allows for better vertical alignment with the Economic strand, and is grade level appropriate. | 45 minutes |
| (9) | Economics. The student understands the various ways in which people organize economic systems. The student is expected to: | | |
| (A) | compare ways in which various societies organize the production and distribution of goods and services; <u>and</u> | | |
| (B) | compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system.; | Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment. | |
| (E) | understand the importance of morality and ethics in maintaining a functional free enterprise system; and | Removed on recommendation of Work Group A. The Student Expectation is subjective and is not appropriate for this grade level. The concept is taught in World History (WH18F) and U.S History 1877-present (US3B, US3C US5A&B). | 90 minutes |
| (D) | examine the record of collective, non-free market economic systems in contemporary world societies. | Duplication: Redundant concept is covered in 6.9B. | 45 minutes |
| (10) | Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to: | | |
| (A) | define and give examples of agricultural, wholesale , retail, manufacturing (goods), and service industries; | Duplication: Wholesale can be covered by the other concepts listed. | No change in time |

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| (B) | describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and | | |
| (C) | identify and describe the effects of government regulation and taxation on economic development and business planning . | Business planning does not align with the knowledge and skills statement. The concept is too general for a World Cultures course. | 90 minutes |
| (11) | Government. The student understands the concepts of limited and unlimited governments. The student is expected to: | | |
| (A) | identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); | | |
| (B) | compare the characteristics of limited and unlimited governments; | | |
| (C) | identify reasons for limiting the power of government; and | | |
| (D) | identify and describe examples review the record of human rights abuses by of limited or unlimited governments such as the oppression of religious, ethnic, and political groups Christians in Sudan . | Clarified to indicate that groups of diverse backgrounds are victims of oppression | |
| (12) | Government. The student understands various ways in which people organize governments. The student is expected to: | | |
| (A) | identify and give examples of governments with rule by one, few, or many; | | |
| (B) | compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and | | |
| (C) | identify historical origins of democratic forms of government such as Ancient Greece. | | |
| (13) | Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: | | |
| (A) | describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and | Moved compare from 13(C) to 13(A) | |
| (B) | explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies. and | | |

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| (C) | compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments. | Removed due to redundancy with 13(A) and 13(B) for streamlining | 250 minutes |
| (14) | Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: | | |
| (A) | identify and explain the duty of civic participation in societies with representative governments; and | | |
| (B) | explain relationships among rights, responsibilities, and duties in societies with representative governments. | | |
| (15) | Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: | | |
| (A) | define culture and the common traits that unify a culture region; | Redundant as part of the process of completing 15(B). Portion moved to 15(B) | 45 minutes |
| (A) (B) | identify and describe common traits that define cultures <u>and</u> <u>culture regions</u> ; | Combined from 15(A) | |
| (B) (C) | define a multicultural society and consider both the positive and negative qualities of multiculturalism ; | More age appropriate. | 500 minutes |
| (C) (D) | analyze the experiences and evaluate the contributions of diverse groups to multicultural societies; <u>and</u> | More age appropriate and better aligns with 15 (C) and other grades. | 100 minutes |
| (E) | analyze the similarities and differences among various world societies; and | Redundant from KS. | 360 minutes |
| (D) (F) | identify and explain examples of conflict and cooperation between and among cultures. | | |
| (16) | Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to: | | |
| (A) | identify institutions basic to all societies, including government, economic, educational, and religious institutions; | | |
| (B) | compare characteristics of institutions in various contemporary societies; and | | |

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| (C) | analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the <u>construction</u> use of monumental architecture by religious institutions. | More appropriate term based on usage and provides clarity. | No change |
| (17) | Culture. The student understands relationships that exist among world cultures. The student is expected to: | | |
| (A) | identify and describe <u>the means of cultural diffusion</u> how culture traits such as trade, travel, and war spread ; | Better clarifies intent of SE | No change |
| (B) | identify and describe factors that influence cultural change such as <u>improvements in</u> improved communication, transportation, and economic development; | Clarifies intent of SE. | No change |
| (C) | evaluate the impact of improved communication technology among cultures; <u>and</u> | | |
| (D) | identify and define the impact of cultural diffusion on individuals and world societies. and | Redundant as definition is necessary to identify impacts. | No change |
| (E) | identify examples of positive and negative effects of cultural diffusion. | Redundant to 17(D) | 572 minutes |
| (18) | Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: | | |
| (A) | explain the relationships that exist between societies and their architecture, art, music, and literature; | | |
| (B) | relate ways in which contemporary expressions of culture have been influenced by the past; | Not appropriate to the KS and creates time savings. Also part of elementary fine arts instruction. | 532 minutes |
| (B) (C) | describe ways in which contemporary issues influence creative expressions; and | | |
| (C) (D) | identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time. | Makes SE more developmentally appropriate. | 100 minutes |
| (19) | Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: | | |
| (A) | explain the relationship among religious ideas, philosophical ideas, and cultures; and | | |

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| (B) | <u>identify</u> explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies. | Reduced scope to gain instructional time. | 90 minutes |
| (20) | Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: | | |
| (A) | <u>identify</u> give examples of scientific discoveries, and technological innovations, <u>and including the roles of</u> scientists and inventors, that have transcended the boundaries of societies and have shaped the world; | Use of a more appropriate verb and clarification language. | No change |
| (B) | explain how resources, belief systems, economic factors, and political decisions <u>affect</u> have affected the use of technology; and | Developmental inappropriate and narrows focus of SE. Second change makes the SE contemporary. | 50 minutes |
| (C) | make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations. | | |
| (21) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | differentiate between, locate, and use valid primary and secondary sources such as <u>digital media</u> computer software ; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures; | Clarifying language | N/A |
| (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; | No change | N/A |
| (C) | organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | No change | N/A |
| (D) | identify different points of view about an issue, current topic; | Flip 21(D) and 21(E): students must understand the frame of reference of an event in order to identify the various points of view | N/A |

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| (E) | identify the elements of frame of reference that influenced participants in an event; and | Flip 21(D) and 21(E): students must understand the frame of reference of an event in order to identify the various points of view | N/A |
| (F) | apply use appropriate mathematical skills to interpret social studies information such as maps and graphs. | Clarified the action of the SE | N/A |
| (22) | <u>Social studies skills. Geography. <i>The student uses geographic tools to answer geographic questions. The student is expected to:</i></u> | This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units | N/A |
| (A) | <u><i>pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;</i></u> | Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D) | N/A |
| (B) | <u><i>pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;</i></u> | Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D) | N/A |
| (C) | <u><i>compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and</i></u> | Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D) | N/A |
| (D) | <u><i>create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.</i></u> | Recommendations from Elementary Survey: Add 3(A), 3(B), 3(C), and 3(D) from the Geography strand to skills to become 22(A), 22(B), 22(C), and 22(D) | N/A |
| (23)(22) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | use social studies terminology correctly; | No change | N/A |
| (B) | incorporate main and supporting ideas in verbal and written communication based on research; | No change | N/A |
| (C) | express ideas orally based on research and experiences; | No change | N/A |
| (D) | create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; <u>and</u> | No change | N/A |
| (E) | use standard grammar, spelling, sentence structure, and punctuation; and | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. | N/A |

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| (E)(F) | use <u>effective written communication skills, including</u> proper citations to avoid plagiarism. | Clarification: increases vertical alignment with other SS courses Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. | N/A |
| (24)(23) | 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: | Deleted: unnecessary language | N/A |
| (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 | No change | N/A |
| (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. | No change | N/A |

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| §113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012. | | | |
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| TEKS with edits | | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) | Knowledge and skills. | | |
| (1) | History. The student understands traditional historical points of reference in Texas history <u>through absolute and relative chronology</u> . The student is expected to: | To incorporate skills that are identified in (A) and (C) | No time change |
| (A) | identify the major eras in Texas history, describe their defining characteristics, and explain <u>the purpose of dividing why historians divide</u> the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism ; and Contemporary Texas; <u>and</u> | Clarify student expectation Conservatism is a reaction to the Civil Rights movement and is included in Contemporary Texas. It is also mentioned in (7C). | No time change |
| (B) | apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and | Moved to (1) knowledge and skills statement to incorporate skills that are identified in (A) and (C). Remove unnecessary redundancy. | No time change |
| (B) (C) | explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop. | | |
| (2) | History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to: | | |
| (A) | compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern; | | |
| (B) | identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain; | | |

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| (C) | identify important <u>individuals</u> , events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo; | Specific individuals are embedded in the concept of missions. In work group B historical figures rubric these individuals were identified as better taught within the concept. The role of priests and ranchers will still be addressed with greater emphasis on the contributions rather than biographies of specific individuals. | 90 minutes |
| (D) | identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including <u>Father Miguel Hidalgo</u> , Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery; | He is not mentioned in 4th grade and is essential to the Mexican War for Independence and is included in state approved instructional materials. No additional time is needed because he is embedded within the concept. His addition clarifies the content. | No time change |
| (E) | identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and | | |
| (F) | contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas. | | |
| (3) | History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to: | | |
| (A) | <u>describe the chain of events</u> trace the development of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; | Clarifying the verb MV on Turtle Bayou Resolutions removal | No time change 45 minutes |
| (B) | explain the roles played by significant individuals during the Texas Revolution <u>such as</u> , including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; <u>and</u> | Individuals are embedded in the content. Names are left for clarification and scored high on work group B historical figures rubric. The focus is on the role of the individuals and not the biography. | 90 minutes |

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| (C) | explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there , the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto and Treaties of Velasco ; and | Embedded in the siege of the Alamo by deleting specific reference to letter teachers will spend less time on the analysis of the letter "Heroic" is a value charged word "All defenders" is too vague, too many if taught as worded, lack of resources Treaties of Velasco are vital to understanding the conclusion of the Texas Revolution | 90 minutes |
| (D) | explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas. | Repetitive and is captured in (3C) and (4A) | 135 minutes |
| (4) | History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to: | | |
| (A) | identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdoba Rebellion, the Council House Fight, the Santa Fe Expedition, public debt , and the roles of racial and ethnic groups; | Individuals are embedded in the content. Names are left for clarification and scored high on work group B historical figures rubric. The focus is on the role of the individuals and not the biography. "public debt" covered in (4B) | 180 minutes |
| (B) | analyze the causes of and events leading to Texas annexation such as security and public debt ; and | Adds clarity | No time change |
| (C) | identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth , and the Compromise of 1850. | Redundant and is covered in (11A and 11B) | 45 minutes |
| (5) | History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to: | | |
| (A) | explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and protective tariffs; | Clarifies the nature of tariffs | No time change |
| (C)(B) | discuss analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and | The standard is too broad to analyze Changed the order of the SE for better chronological alignment | 90 minutes |

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| (B)(C) | identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and | Time is better spent on the Texas-focused events and individuals scored low on Group B historical figures rubric. Hood, Reagan and Green deleted because they weren't part of the Civil War in Texas. Magruder is covered in Battle of Galveston and Lubbock is covered in the new standard (5C). | 90 minutes |
| (6) | History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to: | | |
| (A) | identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker; | | |
| (B) | identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life; | Clarification of verbiage No longer holding teacher accountable for teaching "myths" and focusing on factual cowboy life | 45 minutes |
| (C) | identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg; and | | |
| (D) | explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier. | | |
| (7) | History. The student understands how individuals, events, and issues shaped the history of Texas during the <u>late 19th</u> , 20th and early 21st centuries. The student is expected to: | Clarification of correct terminology. | No time change |
| (A) | explain <u>how the political, economic, and social impact of the oil industry led to the</u> on the industrialization of Texas; | Clarification of verbiage Reducing time by narrowing the focus | 45 minutes |
| (B) | define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology; | Recommend moving to (13C) because the standard focuses on economics | |

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| (C) | describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as <u>progressivism, populism</u> the Populists , women's suffrage, <u>agrarianism</u> agrarian groups , labor <u>reform unions</u> , and the <u>conservative</u> evangelical movement of the late 20th century; | Creates better alignment to (1A) Clarification of correct terminology Creates consistency across the various movements | 45 minutes |
| (D) | describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements <u>such as</u> , including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; <u>and</u> | Due to the scoring of individuals on work group B historical figures rubric Focus is on the rights movement and not on the individuals | 135 minutes |
| (E) | analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, <u>and significant major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration</u> on the history of Texas; and | Reduced unnecessary verbiage Consolidated per prior work groups suggestions “major” changed to “significant” for clarity | No time change |
| (F) | analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two party system, political and economic controversies, immigration, and migration. | Move to combine with (7E) | |
| (8) | Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: | Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D | |
| (A) | create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and | | |
| (B) | analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries. | | |

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| (8)(9) | Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to: | | |
| (A) | locate <u>and compare</u> the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest; | Clarification of SE by focusing on regions and including comparison of regions. Compare is more rigorous. | 90 minutes |
| (B) | <u>locate and</u> compare places and regions of <u>importance in</u> Texas in terms of physical and human characteristics <u>such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;</u> and | Clarification of SE by focusing on places of importance in Texas and noting specific aspects to compare. Although there was an addition of specificity to this SE, no instructional time will be added nor reduced. Content is addressed in instructional materials. Future Recommendation: Replace rivers with water resources so it does not limit content | No change |
| (C) | analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. | | |
| (9)(10) | Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to: | Removing the specific centuries allows for a more broad approach, specifically to include interactions that took place in the 1700s. | No change |
| (A) | identify ways in which Texans have adapted to and modified the environment and <u>explain</u> analyze the positive and negative consequences of the modifications; and | 8.11B is written at a lower cognitive level, therefore changing analyze to explain improves vertical alignment from 7 th to 8 th grade. | 45 minutes |
| (B) | explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas. | | |
| (10)(11) | Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to: | | |
| (A) | <u>identify</u> analyze why immigrant groups came to Texas and where they settled; | 8.23A is written at a lower cognitive level, therefore changing analyze to explain improves vertical alignment from 7 th to 8 th grade. | 45 minutes |

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| (B) | describe analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries has have influenced Texas; | Changing the verb from analyze to describe will help expand mastery of the knowledge statement. The knowledge statement defines the time periods to be addressed. | 45 minutes |
| (D) (C) | analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation; and | The knowledge statement defines the time periods to be addressed. Change the order of the SE for better alignment. | No change |
| (C) (D) | describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and . | Change the order of the SE for better alignment. | No change |
| (12) | Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to: | Future Work Group & Full Revision Recommendations: The concept of urbanization should be included in the history TEKS 7.7. | |
| (A) | explain economic factors and <i>the development of major industries</i> that led to the urbanization of Texas <i>such as transportation, oil and gas, and manufacturing; and</i> | Streamlining by taking two elements and combining them and clarifying by giving specific examples that are aligned to the history strand 7.7A, 7.7B. | 60 minutes |
| (B) | trace the development of major industries that contributed to the urbanization of Texas <i>such as transportation, oil and gas, and manufacturing; and</i> | Streamlining by taking two elements and combining them and clarifying by giving specific examples that are aligned to the history strand 7.7A, 7.7B. | 135 minutes |
| (B) (C) | explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas. | | |
| (13) | Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to: | | |
| (A) | explain analyze the impact of national and international markets and events on the production of goods and services in Texas including such as agriculture, oil and gas, and computer technology; | Narrows the scope of the Student Expectation and it is a grade level appropriate. “Explain” better aligns with the Knowledge and Skills statement and is developmentally appropriate for a complex concept. Duplication: “events” is covered in history strand 7.7F. | 135 minutes |
| (B) | explain analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas; and | “Explain” better aligns with the Knowledge and Skills statement and is developmentally appropriate for a complex concept. Duplication: “Government regulation” is covered in history strand 7.7A. | 60 minutes |

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| (C) | analyze the impact of significant industries in Texas such as oil and gas , aerospace, <u>and</u> medical, and computer technologies on local, national, and international markets. | Duplication of: oil and gas in 7.7A, computer technologies 7.7B | 60 minutes |
| (14) | Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to: | | |
| (A) | identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and | | |
| (B) | compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights. | | |
| (15) | Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to: | | |
| (A) | describe the structure and functions of government at municipal, county, and state levels; <u>and</u> | | |
| (B) | identify major sources of revenue for state and local governments such as property tax <u>es</u> , sales tax <u>es</u> , <u>bonds</u> , and fees, and | Moved bonds from 15(C) | |
| (C) | describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers. | Redundancy in 15(A) and 15(B). Scope of the SE is not grade level appropriate. Included discussion of bonds with 15(B). | 135 minutes |
| (16) | Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to: | | |
| (A) | <u>explain</u> identify rights of Texas citizens; and | Added explain verb to align with common classroom instruction most typically happening in schools, and better balance with 16(B). | |
| (B) | explain and analyze civic responsibilities of Texas citizens and the importance of civic participation. | Removed analyze verb to streamline. | 150 minutes |

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| (17) | Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to: | | |
| (A) | identify different points of view of political parties and interest groups on important Texas issues, past and present; <u>and</u> | | |
| (B) | describe the importance of free speech and press in a democratic society; and | | |
| (C) | express and defend a point of view on an issue of historical or contemporary interest in Texas. | Redundancy with 21(D) and 21(E) | 150 minutes |
| (18) | Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to: | | |
| (A) | identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and | | |
| (B) | identify the contributions of Texas leaders, <u>including such as</u> Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. | Changed including to such as to streamline, and increase local flexibility, | 90 minutes |
| (19) | Culture. The student understands the concept of diversity within unity in Texas. The student is expected to: | | |
| (A) | explain how the diversity of Texas is reflected in a variety of cultural activities; <u>and</u> celebrations; and performances; | Clarification as performance are included in activities or celebrations. | No change |
| (B) | describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; | | |
| (C) | identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and | | |
| (D) | identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote. | | |

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| (20) | Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to: | | |
| (A) | compare types and uses of technology, past and present; | | |
| (B) | identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.; | | |
| (C) | analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries; | | |
| (D) | evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and | | |
| (E) | analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world. | | |
| (21) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including digital electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | differentiate between, locate, and use valid primary and secondary sources such as computer software , databases, digital media and news services, biographies, interviews, and artifacts to acquire information about Texas; | Clarifying language | N/A |
| (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; | No change | N/A |
| (C) | organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | No change | N/A |

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| (D) | identify <i>bias and</i> points of view from the historical context surrounding an event and the frame of reference that influenced the participants; | Moved “bias” from 21(F): clarifies the basis for using points of view Deleted redundant language | N/A |
| (E) | support a point of view on a social studies issue or event; | No change | N/A |
| (F) | identify <i>bias</i> in written, oral, and visual material; | Implied in 21(D) that written, oral, and visual material will be used to examine historical context | 45 minutes |
| (F) (G) | evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and | No change | N/A |
| (G)(H) | use appropriate mathematical skills to interpret social studies information such as maps and graphs. | Clarified term to express importance of application of this skill | N/A |
| (22) | <u>Social studies skills. <i>Geography: The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</i></u> | This Knowledge and Skills from the Geography strand was moved into Skills because these are process skills used across units | N/A |
| (A) | <u><i>create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and</i></u> | Recommendations from Elementary Survey: Add 8(A) and 8(B) from the Geography strand to skills to become 22(A) and 22(B) | N/A |
| (B) | <u><i>analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.</i></u> | Recommendations from Elementary Survey: Add 8(A) and 8(B) from the Geography strand to skills to become 22(A) and 22(B) | N/A |
| (23)(22) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | use social studies terminology correctly; | No change | N/A |
| (B) | use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. Clarification: increases vertical alignment with other SS courses | N/A |
| (C) | <u>translate</u> transfer information from one medium to another, including written to visual and statistical to written or visual, using <u>digital media</u> computer software as appropriate; and | Clarified the intent of the SE Deleted and clarified antiquated language | N/A |
| (D) | create written, oral, and visual presentations of social studies information. | No change | N/A |

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| (24)(23) | 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: | Deleted: unnecessary language | N/A |
| (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 | No change | N/A |
| (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. | No change | N/A |

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| §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012. | | |
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| TEKS with edits | Work Group Comments/Rationale | Instructional Time Reduction |
| (b) Knowledge and skills. | | |
| (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: | | |
| (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence , creation and ratification of the Constitution, religious revivals such as the Second Great Awakening , early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; <u>and</u> | Narrowing down to the major eras but because the events are included in other student expectations. The drafting of the Declaration of Independence and religious revivals such as the Second Great Awakening are not major eras, they are events. Each of these events are included in other SEs. The drafting of the Declaration of Independence is included in SE 1C, Knowledge and Skill statement 15, and SE 15C and the Second Great Awakening is included in SE 25B. This suggestion clarifies the SE. | No change |
| (B) | apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and | Recommend move old to 29B (Social Studies Skills Strand) because the sequencing of information is included in the social studies skills strand. |
| (B) (C) | explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War. | |
| (2) History. The student understands the causes of exploration and colonization eras. The student is expected to: | | |
| (A) identify reasons for British, Spanish, and French European exploration and colonization of North America; and | Language to make the SE more narrow and specific. Work Group A suggested this change based on survey information. | 15 minutes |
| (B) compare political, economic, religious , and social reasons for the establishment of the 13 English colonies. | Duplicative of SE 23A, 23B, and 23C; in addition religious is a social reason | 10 minutes |
| (3) History. The student understands the foundations of representative government in the United States. The student is expected to: | | |
| (A) explain the reasons for the growth of representative government and institutions during the colonial period; <u>and</u> | | |

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| (B) | analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government. and | | |
| (C) | describe how religion and virtue contributed to the growth of representative government in the American colonies. | Too vague and the concepts are covered in SE 3A and 20B, this is also included in Celebrate Freedom Week. | 45 minutes |
| (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; | Recommendations based on historical figures rubric. Historical figures are not the best representation of the SE. Abigail Adams' impact is best represented in the 20th century during the Women Rights Movement; Wentworth Cheswell, Bernardo de Gálvez, and Haym Salomon do not best exemplify the SE. James Armistead scored low on the rubric but we believe he should remain. He personifies the contributions of an American during the revolution. | 60 minutes |
| (C) | explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington and , Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; | Duplicative of SE 15B, significance is of the strengths and weaknesses as opposed to the writing of the document. Recommend changing Lexington and Concord together instead of as two separate battles to provide accurate and clarifying information and it will reduce the amount of time required to teach them as two separate battles. | 20 minutes 10 minutes |
| (D) | analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise. and | | |
| (E) | analyze the arguments for and against ratification. | Duplicative of SE 17A that includes the arguments of the Federalists and the Anti-federalists. | 90 minutes |

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| (5) | History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: | | |
| (A) | describe major domestic problems faced by the leaders of the new republic, including such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government; | Recommendation is to communicate and ensure the SE is focused on what is essential. Work Group A suggests add specific information per president. This might be accomplished during a revision/rewriting. It might look like SE 5F and G which provides details about Andrew Jackson. | No change |
| (B) | summarize arguments regarding protective tariffs, taxation, and the banking system; | | |
| (C) | explain the origin and development of American political parties; | | |
| (D) | explain the causes, important events, and effects of the War of 1812; | | |
| (E) | identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; | | |
| (F) | explain the impact of the election of Andrew Jackson, including expanded suffrage; and | | |
| (G) | analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears. | | |
| (6) | History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: | | |
| (A) | explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; | | |
| (B) | explain the political, economic, and social roots of Manifest Destiny; <u>and</u> | | |
| (C) | analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; | Repetitive; taught with SE 6B | 180 minutes |
| (C) (D) | explain the causes and effects of the U.S.-Mexican War and their impact on the United States. ; and | | |

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| (E) | identify areas that were acquired to form the United States, including the Louisiana Purchase. | Repetitive, recommend clarifying in SE 10A, recommend adding specificity/clarification; (Oregon, British Cession , Louisiana Purchase, Gadsden, Texas, Florida, Mexican Cession) it is a geography SE | 112.5 minutes |
| (7) | History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: | | |
| (A) | analyze the impact of tariff policies on sections of the United States before the Civil War; | | |
| (B) | compare the effects of political, economic, and social factors on slaves and free blacks; | | |
| (C) | analyze the impact of slavery on different sections of the United States; and | | |
| (D) | identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams , John C. Calhoun, Henry Clay, and Daniel Webster. | Recommend removing John Quincy Adams because he does not best fit the description of the SE. He scored low on the historical figures rubric. | 30 minutes |
| (8) | History. The student understands individuals, issues, and events of the Civil War. The student is expected to: | | |
| (A) | explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar; | MV: We discussed removing William Carney and Philip Bazaar upon further research we determined there is a strong rationale for keeping this SE as is. | No change |
| (B) | explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and | | |
| (C) | analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address. | | |

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| (9) | History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: | | |
| (A) | evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; | | |
| (B) | evaluate the impact of the election of Hiram Rhodes Revels; <u>and</u> | | |
| (C) | explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups. and | | |
| (D) | identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act. | This SE is more appropriate to include in the U.S. History high school course US.15A, SE seems unrelated to the Reconstruction era, outside of the time frame for grade 8 American History. Homestead-1862, but it is not impactful until after the Civil War; Dawes Act-1887; Morrill Act-1862 included in the U.S. History course | 45 minutes |
| (10) | Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: | | |
| (A) | locate places and regions of importance <u>directly related to major eras and turning points</u> in the United States during the 17th, 18th, and 19th centuries; | Group D recommends not combining with another SE; locating places within specific time periods addresses historic skills. Narrowing scope and specifying content, aligns with WH 16(A) language. | 90 minutes |
| (B) | compare places and regions of the United States in terms of physical and human characteristics; and | Group D recommends not combining with another SE; the physical and human characteristics of a place in region, this addresses the geographic importance. | No change |
| (C) | analyze the effects of physical and human geographic factors <u>such as weather, landforms, waterways, transportation, and communication</u> on major historical and contemporary events in the United States. | Through group discussion to provide specifics of clarification for the teacher, it aligns with 7.9(C), and are factors addressed in current instructional materials. Course scope and sequence ends in the 19 th Century and the SE speaks to contemporary. | 45 minutes |

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| (11) | Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: | | |
| (A) | analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries; <u>and</u> | Redundant, previously addressed in the knowledge statement. | No change |
| (B) | describe the positive and negative consequences of human modification of the physical environment of the United States; and | | No change |
| (C) | describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries. | This content is addressed in 11B. The influence of Immigrant groups is addressed in the cultural strand and the knowledge and skill statement for 11 does not require a specific immigrant group. | 135 minutes |
| (12) | Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to: | Recommendation for future Work Group & Full Revision limit the scope of time to align with the time frame of the course. | |
| (A) | identify economic differences among different regions of the United States; | | |
| (B) | explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; <u>and</u> | | |
| (C) | explain the reasons for the increase in factories and urbanization; and | Duplication covered in 8.13B. | 60 minutes |
| (C) (D) | analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history. | | |
| (13) | Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to: | | |
| (A) | analyze <u>the economic effects of</u> the War of 1812 as a cause of economic changes in the nation; and | Rewording clarifies the intent of the student expectation. | No change in time |
| (B) | identify the economic factors that brought about rapid industrialization and urbanization. | | |

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| (14) | Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to: | | |
| (A) | explain why a free enterprise system of economics developed in the new nation, including minimal government <u>regulation</u> intrusion , taxation, and property rights; and | Regulation, implies laws and aligns with the U.S. History 1877-present. Intrusion implies a physical action. | No change in time |
| (B) | describe the characteristics and the benefits of the U.S. free enterprise system <u>through 1877</u> during the 18th and 19th centuries . | Clarification -narrows the scope of the Student Expectation and is consistency with the description in the introduction of the course. | No change in time |
| (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 the Magna Carta, the English Bill of Rights, <u>and</u> the Mayflower Compact, the Federalist Papers, and selected Anti-Federalist writings , on the U.S. system of government; | Redundancy with 17(A). | 30 minutes |
| (B) | summarize the strengths and weaknesses of the Articles of Confederation; | | |
| (C) | identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; and | | |
| (D) | analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; <u>and</u> : | | |
| (E) | <u><i>explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America.</i></u> ; | Moved from Citizenship 20(A); the content is better aligned to this Government Strand. | |

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| (16) | Government. The student understands the purpose-process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: | Changed wording to align with proposed streamlining in 16(A). Concept will be covered in depth in GOVT7(E). | |
| (A) | summarize the purposes for and-process-of amending the U.S. Constitution; and | Removed wording to streamline and make the scope of the SE more grade level appropriate. | 30 minutes |
| (B) | describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States. | | |
| (17) | Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: | | |
| (A) | analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and | | |
| (B) | explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War. | | |
| (18) | Government. The student understands the impact of landmark Supreme Court cases. The student is expected to: | | |
| (A) | identify the origin of judicial review and-analyze-examples-of congressional-and-presidential-responses; | Removed to streamline and better aligned with the knowledge and skills statement which only addresses the impact of landmark supreme court cases. Redundancy with 18(B). | 45 minutes |
| (B) | summarize the issues, decisions, and significance of landmark Supreme Court cases, including <u>such as</u> Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and | Changed including to such as to streamline the SE and increase local flexibility. | 30 minutes |
| (C) | evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States. | | |
| (19) | Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to: | | |
| (A) | define and give examples of unalienable rights; | | |
| (B) | summarize rights guaranteed in the Bill of Rights; <u>and</u> | | |

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| (C) | explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family; | Removed to streamline. Redundancy with similar SEs at lower grade levels. Content is beyond the scope of a United States History Course. | 45 minutes |
| (C)(D) | identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries; | | |
| (E) | summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and | Removed to streamline. Content is beyond the scope of a United States History Course. | 45 minutes |
| (F) | explain how the rights and responsibilities of U.S. citizens reflect our national identity. | Removed to streamline. Redundancy with similar SEs at lower grade levels. Content is beyond the scope of a United States History Course. | 45 minutes |
| (20) | Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to: | | |
| (A) | explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America; | Move to 15(E). | |
| (A)(B) | evaluate the contributions of the Founding Fathers <u>to the democratic process</u> as models of civic virtue ; and | Clarified to better aligned with the scope of the TEKS 20. Civic virtue not explicitly addressed in current instructional materials. | |
| (B)(C) | analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax. | | |
| (21) | Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to: | | |
| (A) | identify different points of view of political parties and interest groups on important historical and contemporary issues; | Removed to streamline. Contemporary issues are beyond the scope of the Early United States History Course. | 25 minutes |
| (B) | describe the importance of free speech and press in a constitutional republic; and | | |

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| (C) | summarize a historical events event in which compromise resulted in a peaceful resolution <u>such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act.</u> | Removed peaceful to clarify that compromises taught throughout the scope of the course sometimes result in future conflict. Added such as examples to narrow the scope of the SE. Selected examples are covered sufficiently in the currently adopted instructional materials. | 30 minutes |
| (22) | Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: | | |
| (A) | analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and | | |
| (B) | describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, <u>Ulysses S. Grant,</u> Susan B. Anthony, and Elizabeth Cady Stanton. | Removed historical figures to streamline the SE. Decision was based on recommendations from Workgroup B. Added Ulysses S. Grant as an example of a military leader; sufficiently covered in the currently adopted instructional materials. | 30 minutes |
| (23) | Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: | | |
| (A) | identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; | Clarification and vertical alignment with KS and other grades. | No change |
| (B) | explain <u>how the relationship between</u> urbanization <u>contributed to</u> and conflicts resulting from differences in religion, social class, and political beliefs; | Clarification of SE intent | No change |
| (C) | identify ways conflicts between people from various racial, ethnic, and religious groups were <u>addressed</u> resolved ; | More appropriate term to describe actions and outcomes. | No change |
| (D) | analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and | | |
| (E) | identify the political, social, and economic contributions of women to American society. | | |
| (24) | Culture. The student understands the major reform movements of the 19th century. The student is expected to: | | |
| (A) | describe <u>and evaluate</u> the historical development of the abolitionist movement; and | Removes redundancy with 24(B). | No change |

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| (B) | evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition , the labor reform movement, and care of the disabled. | Redundant with 24(A) | No change |
| (25) | Culture. The student understands the impact of religion on the American way of life. The student is expected to: | | |
| (A) | trace the development of religious freedom in the United States; | | |
| (B) | describe religious <u>influences</u> motivation for immigration and influence on social movements, including the impact <u>on</u> of the first and second Great Awakenings; and | Eliminate redundancy with 23(A) and 2. Corrects factual error in labeling First Great Awakening as social movement. | 20 minutes |
| (C) | analyze the impact of the First Amendment guarantees of religious freedom on the American way of life. | | |
| (26) | Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: | | |
| (A) | describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States; | 26(A) is redundant to 26(C). Appropriate example from illustrative list moved to 26(B). | 60 minutes |
| (A) (B) | identify examples of American art, music, and literature that reflect society in different eras <i>such as the Hudson River School artists and transcendentalism literature</i> ; and | Examples moved from 26(A) and additional words added to clarify intent. | No change |
| (B) (C) | analyze the relationship between <u>the fine</u> the arts and continuity and change in the American way of life. | Clarification for consistency with rest of SEs. | No change |
| (27) | 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 technological and scientific innovations such as the steamboat, the cotton gin, and interchangeable parts; | | |
| (B) | analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States; | Redundant with 27(D), verb moved to 26(D) | 45 minutes |

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| (B)(E) | analyze how technological innovations changed the way goods were manufactured and <u>transported</u> marketed , nationally and internationally; and | Clarification of intent of SE. | No change |
| (C)(D) | analyze explain how technological innovations brought about economic growth such as <u>the development of</u> how the factory system contributed to rapid industrialization and <u>the construction of</u> the Transcontinental Railroad led to the opening of the west . | Verb moved from 27(B) to maintain rigor. Other changes intended to clarify intent and roles of illustrative example. | No change |
| (28) | Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to: | | |
| (A) | compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and | | |
| (B) | identify examples of how industrialization changed life in the United States. | | |
| (29) | Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including <u>digital</u> electronic technology. The student is expected to: | Clarifying language: contemporary verbiage | N/A |
| (A) | differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, <u>digital</u> media and news services, biographies, interviews, and artifacts to acquire information about the United States; | Clarifying language | N/A |
| (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; | No change | N/A |
| (C) | organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; | No change | N/A |
| (D) | identify <u>bias and</u> points of view from the historical context surrounding an event and the frame of reference which influenced the participants; | Moved “bias” from 29(F): clarifies the basis for using points of view Deleted redundant language | N/A |
| (E) | support a point of view on a social studies issue or event; | No change | N/A |

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| (F) | identify bias in written, oral, and visual material; | Implied in 29(D) that written, oral, and visual material will be used to examine historical context | 45 minutes |
| (F)(G) | evaluate the validity of a source based on language, corroboration with other sources, and information about the author; | No change | N/A |
| (G)(H) | apply use appropriate mathematical skills to interpret social studies information such as maps and graphs; | Clarified term to express importance of application of this skill | N/A |
| (H)(I) | create <u>a visual representation of historical information such as thematic maps, graphs, and charts</u> , models, and databases representing various aspects of the United States; and | Clarified the intent of creating visuals and provides choice Deletion: antiquated language Increased vertical alignment with other SS courses | 90 minutes |
| (I)(J) | pose and answer questions about geographic distributions and patterns shown on maps, graphs, <u>and charts</u> , models, and databases . | Deleted antiquated language | 90 minutes |
| (30) | Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: | No change | N/A |
| (A) | use social studies terminology correctly; | No change | N/A |
| (B) | use <u>effective written communication skills, including proper citations and avoiding plagiarism</u> standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; <u>and</u> | Deletion: Inherent in written communication skills is grammar, spelling, sentence structure, and punctuation. Clarification: increases vertical alignment with other SS courses (World Geography 22(E) and US History 30(A)) | N/A |
| (C) | transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and | Deleted: transfer of information is implied in 31(A), 31(B), 30(D) | 45 minutes |
| (C)(D) | create written, oral, and visual presentations of social studies information. | No change | N/A |
| (31) | 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: | Deleted: unnecessary language | N/A |
| (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 | No change | N/A |
| (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. | No change | N/A |