

Work Groups C and D Draft Recommendations  
Social Studies, Texas Essential Knowledge and Skills  
High School

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

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These draft recommendations reflect changes to the social studies Texas Essential Knowledge and Skills (TEKS) for high school courses 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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§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.		
TEKS with edits	Work Group Comments/Rationale	Instructional Time Reduction
(c) <b>Knowledge and skills.</b>		
(1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:		
(A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; <u>and</u>		
(B) analyze and evaluate the application of these founding principles to historical events in U.S. history. <del>;</del> <del>and</del>		
<del>(C)</del> <del>explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.</del>	Removed this SE; not in the scope of this course, 1877 to present; These specific individuals are not essential to understand the principles of Celebrate Freedom Week	90 minutes
(2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:		
<del>(A)</del> <del>identify the major characteristics that define an historical era;</del>	Redundant. Covered in 2(B)	
<del>(A)(B)</del> identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics;		
<del>(B)(C)</del> apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and		
<del>(C)(D)</del> explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), <u>1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1968-1969 (Martin Luther King Jr. assassination and U.S. lands on the moon)</u> ; 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama).	Separated 1968 and 1969 as turning points for clarification	30 minutes

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(3)	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, <u>and</u> civil service reform; <del>and the beginnings of Populism;</del>	Removed Populism; redundant as covered in 5(C)	60 minutes
(B)	analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business; <u>and</u>		
(C)	analyze social issues affecting women, minorities, children, immigrants, urbanization, the Social Gospel, and philanthropy of industrialists; <del>and</del>		
<del>(D)</del>	<del>describe the optimism of the many immigrants who sought a better life in America.</del>	Removed due to redundancy; covered in 3(C), 6(A), 11(B)	45 minutes
(4)	History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:		
(A)	explain why significant events, policies, and individuals, <u>including such as</u> the Spanish-American War, U.S. expansionism, <del>Henry Cabot Lodge</del> , Alfred Thayer Mahan, Theodore Roosevelt, <u>and</u> Sanford B. Dole, <del>and missionaries</del> moved the United States into the position of a world power;	Removed such as and replaced with including to emphasize the significance of listed events and people and to narrow focus of this SE Removed Henry Cabot Lodge because he is not necessary for mastery of this SE; Work Group B recommended removal Removed missionaries as a redundancy; missionary contribution traced through and covered with Sanford Dole; missionaries are not an event, policy or individual	30 minutes
(B)	evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;		
(C)	identify the causes of World War I and reasons for U.S. entry;		
(D)	understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing, <u>including the Battle of Argonne Forest</u> ;	Kept Pershing as a significant historical figure as commander of AEF; Pershing was not addressed in Work Group B rubric. Added including Battle of Argonne Forest to focus on American contribution to end of WWI; moved from 4(G)	30 minutes

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(E)	<p><u>analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I that resulted in the stalemate on the Western Front;</u>  <del>analyze the impact of significant technological innovations in World War I such as machine guns, airplanes, tanks, poison gas, and trench warfare that resulted in the stalemate on the Western Front;</del></p>	<p>Clarification to narrow the focus of this SE</p>	<p>30 minutes</p>
(F)	<p><u>analyze major issues raised by U.S. involvement in World War I including isolationism, neutrality, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles;</u>  <del>analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson’s Fourteen Points, and the Treaty of Versailles; and</del></p>	<p>Changed wording for clarification                  Added including, removed such as to emphasize the significance of these specific issues to this SE</p>	
(G)	<p><del>analyze significant events such as <i>the Battle of Argonne Forest.</i></del></p>	<p>Recommended merging this SE with 4(D) where it was listed <u>including</u> to emphasize its significance and its importance as an American contribution to WWI                  Removed this SE to streamline and narrow focus to most significant battle in 4(D)</p>	<p>90 minutes</p>
(5)	<p>History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:</p>		
(A)	<p><u>analyze</u> <del>evaluate</del> the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;</p>	<p>Replaced evaluate with analyze as analysis is sufficient for mastery of TEKS 5</p>	<p>90 minutes</p>
(B)	<p>evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, <i>Jane Addams</i>, Ida B. Wells, and W. E. B. DuBois on American society; and</p>	<p>Recommend moving Jane Addams to 5(B) as an example of a reform leader specific to this era and removing her from 26 (D)                  Disagree with Work Group B recommendation to remove Ida B. Wells. Ida B. Wells considered significant as anti-lynching and women’s suffrage and as muckraker                  Maintained <u>such as</u> to acknowledge the importance of other muckrakers and reformers of the era</p>	
(C)	<p><u>analyze</u> <del>evaluate</del> the impact of third parties, including the Populist and Progressive parties.</p>	<p>Replaced evaluate with analyze to maintain consistency and rigor with 11(D)</p>	<p>60 minutes</p>

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(6)	History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:		
(A)	analyze causes and effects of events and social issues such as immigration, Social Darwinism, <del>eugenics</del> , race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and	Removed eugenics as its understanding is not necessary for mastery of this SE; Represents a redundancy with race relations, immigration, nativism, and Social Darwinism Maintained <u>such as</u> to allow for discussions of other significant social issues of the era	30 minutes
(B)	analyze the impact of significant individuals such as <del>Clarenee Darrow, William Jennings Bryan</del> , Henry Ford, <del>Glenn Curtiss</del> , Marcus Garvey, and Charles A. Lindbergh.	Removed Clarence Darrow and William Jennings Bryan as they do not solely represent the debate of modernism vs. traditionalism in the era; Work Group B recommended removal Removed Glenn Curtiss as rise of aviation industry is covered with Lindbergh; Work Group B recommended removal In agreement with Work Group B recommendation to keep the remaining historical figures in this SE	60 minutes
(7)	History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:		
(A)	identify reasons for U.S. involvement in World War II, including <u>the aggression of</u> Italian, German, and Japanese dictatorships <del>and their aggression</del> , especially the attack on Pearl Harbor;	Clarification to narrow the scope of SE	90 minutes
(B)	evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies <del>and domestic industry's rapid mobilization for the war effort</del> ;	WWII Industrial mobilization covered in 17(A)	30 minutes
<del>(C)</del>	<del>analyze the function of the U.S. Office of War Information;</del>	Not essential for KS 7	45 minutes
<del>(C)</del> <del>(D)</del>	analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of <del>conventional and</del> atomic weapons;	Redundant covered in 27(B)	30 minutes

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(D)(E)	analyze major military events of World War II, including <u>fighting the war on multiple fronts, the Bataan Death March, the US military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps</u> ; <del>the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps</del> ;	Clarification for chronological order	
(E)(F)	<del>describe evaluate</del> the military contributions of leaders during World War II, including <del>Omar Bradley</del> , Dwight Eisenhower; Douglas MacArthur, <u>and</u> Chester <u>W. A.</u> Nimitz, <del>George Marshall, and George Patton</del> ; and	Changed verb from evaluate to describe to narrow the focus of this SE W is correct middle initial of Chester Nimitz Removed Bradley, Marshall, Patton as they are regional commanders; Work Group B Recommendation Disagreed with Work Group B recommendation and maintained remaining generals who operated on Theater level;	60 minutes
(E)(G)	explain the home front and how American patriotism inspired <u>volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities</u> ; <del>and exceptional actions by citizens and military personnel, including high levels of military enlistment; volunteerism; the purchase of war bonds; Victory Gardens; the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers; and opportunities and obstacles for women and ethnic minorities.</del>	Separation to clarify between home front and military contributions Moved to 7(G)	
(G)	<i><u>explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.</u></i>	Separation to clarify between home front and military contributions Disagreed with Work Group B recommendation to remove Flying Tigers	
(8)	History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to:		
(A)	describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, <del>the North Atlantic Treaty Organization</del> , the Berlin airlift, <u>the North Atlantic Treaty Organization</u> , and John F. Kennedy's role in the Cuban Missile Crisis;	Chronological Organization	

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(B)	describe how Cold War tensions were intensified by <u>the House Un-American Activities Committee (HUAC)</u> , McCarthyism, <del>and the arms race, and the space race</del> <u>the House Un-American Activities Committee (HUAC)</u> ; <del>the findings of which were confirmed by the Venona Papers;</del>	Chronological Organization Venona Papers removed because they fall outside of chronological era as findings not publicly released until 1990s	30 minutes
(C)	explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy;		
(D)	explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War;		
(E)	analyze the major <del>issues and</del> events of the Vietnam War, <u>including the escalation of forces such as</u> , the Tet Offensive, <del>the escalation of forces</del> , Vietnamization, and the fall of Saigon; and	Removed issues because all listed in this SE are events Changed such as to including to narrow scope of SE by specifying the four events that are essential to understanding the Vietnam War Move for Chronological Order	30 minutes
(F)	describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.		
(9)	History. The student understands the impact of the American civil rights movement. The student is expected to:		
(A)	trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;		
(B)	describe the roles of political organizations that promoted <u>civil rights</u> , <del>including ones from</del> African American, Chicano, American Indian, <u>and</u> women's <u>civil rights</u> ; <del>and other civil rights movements;</del>	Removed other civil rights movements to narrow scope of SE Moved words civil rights to increase specificity	60 minutes
(C)	identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, <u>Dolores Huerta</u> , Rosa Parks, <del>Hector P. Garcia</del> , and Betty Friedan;	Followed Workgroup B recommendation to remove Hector P. Garcia; removed to narrow scope of SE; not relevant to national civil rights arena; covered in 3 <sup>rd</sup> and 7 <sup>th</sup> grade TEKS Disagreed with Work Group B recommendation and kept Betty Friedan, considering the significance of her writings as the spark of the feminist movement. Dolores Huerta moved from SE26 (D) as she more appropriately represents a civil rights leader	60 minutes

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(D)	compare and contrast the approach taken by <del>some civil rights groups such as</del> the Black Panthers with the nonviolent approach of Martin Luther King Jr.;	Removed to narrow and clarify the language of the SE	60 minutes
(E)	discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;		
(F)	describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights <del>Act acts of 1957 and</del> 1964, and the Voting Rights Act of 1965;	Removed to focus on most significant civil rights legislation	30 minutes
(G)	<u>explain how George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats sought to maintain the status quo;</u> <del>describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo;</del>	Lester Maddox was removed to narrowed scope of SE; Work Group B recommendation Adjusted wording to add clarity and conciseness; Disagreed with Work Group B and kept Congressional Bloc of Southern Democrats to acknowledge their role in the larger movement to maintain status quo	30 minutes
(H)	evaluate changes <del>and events</del> in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and	Removed events to streamline and narrow focus of this SE and to emphasize the significance of the changes that increased political participation of minorities	120 minutes
(I)	describe how <u>Sweatt v. Painter</u> <del>and litigation such as the landmark cases of</del> Brown v. Board of Education, <del>Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter</del> played a role in protecting the rights of the minority during the civil rights movement.	Sweatt v. Painter and Brown v. Board of Education best exemplify supreme court cases that protected minority rights Delgado v. Bastrop I.S.D., Mendez v. Westminster, and Edgewood I.S.D. v. Kirby were state, not national cases  Hernandez v. Texas is covered in 21(A)	90 minutes
(10)	History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:		
(A)	describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente;		
(B)	describe Ronald Reagan's leadership in domestic and international policies, including <u>Reagan's economic policies</u> <del>Reaganomics</del> and Peace Through Strength;	Removed the term Reaganomics to eliminate potential bias	

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(C)	<del>compare the impact of energy on the American way of life over time;</del>	Redundant SE Covered and taught with 27(A)	30 minutes
(C)(D)	describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, <i>the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair</i> <del><i>Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;</i></del>	Reordered for clarification and chronological order	
(D)(E)	describe the causes and key organizations <del>and individuals</del> of the conservative resurgence of the 1980s <del>such as and 1990s;</del> <del>including Phyllis Schlafly, the Contract with America, the Heritage Foundation; and the Moral Majority; and the National Rifle Association;</del> and	Removed 1990s as it is outside the scope of the KS 10 Removed individuals because the organizations best represent this SE Removed Phyllis Schlafly accordingly- Removed Phyllis Schlafly per Work Group B recommendation Removed Contract with America because it is outside of chronological scope of this SE Removed the National Rifle Association because it is best represented in 23(A); Also a Work Group B Recommendation Changed <u>including</u> to <u>such as</u> to allow for additional examples and flexibility	60 minutes
(E)(F)	describe significant societal issues of this time period <u>such as the War on Drugs and the AIDS epidemic;</u>	Added <u>such as</u> examples to narrow the scope of this SE; These examples are covered in current instructional materials	60 minutes
(11)	History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:		
(A)	describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, <del>the Balkans Crisis</del> , 9/11, and the global War on Terror;	Removed the Balkans Crisis as it is best represented in World History 22(D) and it does not best represent this SE Acknowledge that the global War on Terror includes US involvement in Afghanistan and Iraq	30 minutes
(B)	identify significant social and political <del>advocacy organizations; leaders; and</del> issues <u>such as health care, immigration, and education from</u> across the political spectrum; <u>and</u>	Removed advocacy organization and leaders to narrow focus of this SE Added <u>such as</u> examples to streamline this SE Maintained political spectrum to acknowledge multiple viewpoints on these issues	60 minutes
(C)	<del>evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;</del>	Removed as it is redundant; covered in 4(F), 8(A), 17(E) Work Group A recommended removal	90 minutes

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(C)(D)	analyze the impact of third parties on <a href="#">the 1992 and 2000</a> presidential elections;	Added specific elections for clarification	30 minutes
(D)(E)	<del>discuss the historical significance of the 2008 presidential election; and</del>	Redundant. Covered in 2(D)	30 minutes
(E)(F)	<del>discuss the solvency of long-term entitlement programs such as Social Security and Medicare.</del>	This topic should be taught, however it would be better represented in Economics and Government courses, and is already present in those instructional materials. Work Group A Survey recommended removal	135 minutes
(12)	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 <del>the settlement of the Great Plains</del> , the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina; and	It is not a major event in the time period of this course. The significant settlement of the great plains was prior to 1877. For the full review, correlate turning points to the major eras in the history strand.	45 minutes
(B)	identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.		
(13)	Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:		
(A)	analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and		
(B)	analyze the causes and effects of changing demographic patterns resulting from <del>legal and illegal</del> immigration to the United States.	The status of immigrants does not change geographic patterns.	No change
(14)	Geography. The student understands the relationship between population growth and <del>modernization on</del> the physical environment. The student is expected to:	Modernization is not addressed in SE Clarification of the knowledge and skills statement	No change
(A)	identify the effects of population growth and distribution on the physical environment; <a href="#">and</a>		
(B)	identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act; <del>and</del>		

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(C)	<del>understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.</del>	It is not aligned to the knowledge and skill 14	90 minutes
(15)	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)	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;		
(B)	describe the changing relationship between the federal government and private business, including the costs and benefits of laissez-faire, <a href="#">the Sherman Antitrust Act</a> <del>anti-trust acts</del> , the Interstate Commerce Act, and the Pure Food and Drug Act;	Narrowing the scope of the Student Expectation by specifically listing the Sherman Antitrust Act, which is present in instructional materials (Pearson & McGraw Hill), it will reduce the amount of content the students are responsible for.	45 minutes
(C)	explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas;		
(D)	describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States; and		
(E)	describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.		
(16)	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, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies;		
(B)	identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System;	Recommendation for full revision: overproduction needs to be added as a cause of the Great Depression, it is also included in most of the instructional materials.	

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(C)	analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage <del>and others;</del>	Streamline and narrowing the focus of the Student Expectation. The Student Expectation already includes “such as” there is no need to add “and others.”	15 minutes
(D)	compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and		
(E)	describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.		
(17)	Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:	Recommendation for the full review: reword the Knowledge and Skills statement to include all of Student Expectations. For example: The Great Society, Title IX, GATT and NAFTA do not fit the “effects of World War II and the Cold War” time period.	
(A)	describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for women and minority employment;		
(B)	identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business;		
(C)	describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;		
(D)	identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens <del>and analyze the unintended consequences of each;</del> and	Narrows the scope of the Student Expectation, and streamlines the amount of information the students are accountable for.	60 minutes
(E)	describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).		

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(18)	<del>Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:</del>	This streamlines this course and will be covered United States 28C and Economics 16.A.	
(A)	<del>discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and</del>		
(B)	<del>identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</del>		
(19)	Government. The student understands changes over time in the role of government. The student is expected to:		
(A)	evaluate the impact of New Deal legislation on the historical roles of state and federal government;		
(B)	explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11;		
(C)	describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders;		
(D)	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 American Recovery and Reinvestment Act of 2009; and		
(E)	evaluate the pros and cons of U.S. participation in international organizations and treaties.		
(20)	Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:		
(A)	describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and		

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(B)	evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.		
(21)	Government. The student understands the impact of constitutional issues on American society. The student is expected to:		
(A)	analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, <a href="#">and</a> Wisconsin v. Yoder, <del>and White v. Regester</del> ;	Removed White v. Regester to streamline as it does not exemplify the SE.	20 minutes
<del>(B)</del>	<del>discuss historical reasons why the constitution has been amended; and</del>	Removed to streamline. Redundancy with other SEs throughout the course and other grade levels. Not essential as a stand-alone SE in this course.	120 minutes
<del>(C)</del>	<del>evaluate constitutional change in terms of strict construction versus judicial interpretation.</del>	Removed to streamline. Not essential in this course. Covered in GOVT8(F).	
<del>(22)</del>	<del>Citizenship. The student understands the concept of American exceptionalism. The student is expected to:</del>	Removed to streamline. Content covered in this TEK is beyond the scope of the course; before 1877. Based on numerous comments from teacher and public surveys.	120 minutes
<del>(A)</del>	<del>discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez faire;</del>		
<del>(B)</del>	<del>describe how the American values identified by Alexis de Tocqueville are different and unique from those of other nations; and</del>		
<del>(C)</del>	<del>describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths.</del>		
<del>(22)</del> (23)	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, non-violent protesting, litigation, and amendments to the U.S. Constitution;		

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(B)	evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and		
(C)	explain how participation in the democratic process reflects <del>our national ethos, patriotism, and</del> civic responsibility <del>as well as our progress to build a "more perfect union."</del>	Removed wording to streamline and eliminate vagueness.	30 minutes
<del>(23)(24)</del>	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:		
<del>(A)</del>	<del>describe qualities of effective leadership; and</del>	Removed to streamline and eliminate vagueness. Qualities of effective leadership are not sufficiently addressed in currently adopted instructional materials.	120 minutes
<del>(A)(B)</del>	evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, <del>and Billy Graham, Barry Goldwater,</del> Sandra Day O'Connor, <del>and Hillary Clinton.</del>	Removed historical figures to streamline. Decision based on recommendations from Workgroup B.	30 minutes
(25)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
(A)	describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;		
(B)	describe <del>both the positive and negative</del> impacts of <del>significant examples of</del> cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society; <del>and</del>	Clarification of language.	No change
<del>(E)</del>	<del>identify the impact of popular American culture on the rest of the world over time; and</del>	Moved verb to 25(D). Remaining language was redundant with 25(D).	No change
<del>(C)(D)</del>	<del>identify and</del> analyze the global diffusion of American culture through the entertainment industry via various media.	Verb moved from 25(C).	No change

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(26)	Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:		
(A)	explain actions taken by people to expand economic opportunities and political rights, including <del>those for</del> racial, ethnic, <u>gender</u> , and religious <u>groups</u> <del>minorities as well as women</del> , in American society;	Clarification and alignment with 26(C)	No change
(B)	discuss the Americanization movement to assimilate immigrants and American Indians into American culture;		
(C)	explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;		
(D)	identify the <del>political, social, and economic</del> contributions of women such as <del>Frances Willard</del> , Jane Addams, <u>Rosa Parks</u> , <del>Eleanor Roosevelt</del> , Dolores Huerta, <u>and</u> Sonia Sotomayor, <del>and Oprah Winfrey</del> to American society; <u>and</u>	First change better aligns SE with KS. Reductions in figures based on Work Group B recommendations. The addition of Rosa Parks who is already covered in instructional materials from 9(C) maintains diversity of illustrative list.	No change
<del>(E)</del>	<del>discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and</del>	Does not fit with the KS as the KS addresses "group" contributions. Suggest moving to 9(B) or deleting.	
<del>(E)</del> (E)	discuss the importance of congressional Medal of Honor recipients, <del>including individuals of all races and genders</del> such as Vernon J. Baker, Alvin York, and <u>Raul "Roy" Benavidez</u> .	Factually incorrect due to no female recipients and illustrative list makes other language redundant.	No change
(27)	Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system 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, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States;		
(B)	explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine, including vaccines; <del>and</del>		

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(C)	<del>describe understand</del> the <del>effect impact</del> of technological <del>and management</del> innovations <del>and their applications</del> in the workplace <del>and the resulting productivity enhancements for business and labor</del> such as assembly line manufacturing <del>and time-study analysis</del> , robotics, <del>computer management</del> , <del>and just-in-time inventory management</del> ; <del>and</del>	Separating labor and management into separate SEs for clarity and removed unnecessary example. Moved content to new 27(D).	No change
(D)	<del>describe the effect of innovations in business management in the workplace such as time-study analysis and computer management.</del>	Content moved from 27(C).	No change
(28)	Science, technology, and society. The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to:		
(A)	analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system <del>improve the standard of living in the United States</del> , including <del>changes those</del> in transportation and communication; <del>improve the standard of living in the United States</del> ;	Changes made to clarify language and align format with other SEs.	No change
(B)	explain how space technology and exploration improve the quality of life; and		
(C)	<del>describe understand</del> how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.	Replaced with a more appropriate and measurable verb.	No change
(29)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <del>digital electronic</del> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	<del>analyze use a variety of both</del> primary and secondary <del>valid</del> sources <del>such as maps, graphs, presentations, speeches, lectures, and political cartoons</del> to acquire information <del>and to analyze and</del> answer historical questions;	Clarifying language: more active verb Deletion of terms: redundant language Added from 29(H) due to redundancy	N/A

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(B)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;	No Change	N/A
<del>(C)</del>	<del>understand how historians interpret the past (historiography) and how their interpretations of history may change over time;</del>	Deleted: This is a more natural SE for World History in which students study time periods, Secondary Streamlining Survey indicates this SE is not in the scope of this grade level	90 minutes
<del>(C)</del> (D)	<u>apply</u> <del>use</del> the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;	Clarifying language: students will be applying the learning from 29(A) through 29(C)	N/A
<del>(D)</del> (E)	evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context; <u>and</u>	No change	N/A
<del>(F)</del>	<del>identify bias in written, oral, and visual material;</del>	Clarifying and eliminating duplication of skills: 29(F) moved to 29(G) Eliminate 29(F)	N/A
<del>(E)</del> (G)	identify <i>bias</i> and support with historical evidence a point of view on a social studies issue or event; <del>and</del>	Moved from 29(F) for clarification and to eliminate duplication of skills	N/A
<del>(H)</del>	<del>use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.</del>	Deleted: similar language to 29(A) Moved to 29(A): redundancy	N/A
(30)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	create written, oral, and visual presentations of social studies information <u>using effective written communication skills, including proper citations and avoiding plagiarism;</u>	Clarified language to increase vertical alignment across SS courses (World Geography 22(E) and World History 30(B))	N/A
(B)	use correct social studies terminology to explain historical concepts; and	No change	N/A
(C)	use different forms of media to convey information, including written to visual and statistical to written or visual; <del>using available computer software as appropriate.</del>	Deleted: outdated term	N/A

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(31)	Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	No change	N/A
(A)	create <a href="#">a visual representation of historical information, such as thematic maps, graphs, and charts</a> <del>representing various aspects of the United States</del> ; and	Clarified the intent of interpreting data and provides choice Deletion: implied	N/A
(B)	pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.	No change	N/A
(32)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to:	Deletion: 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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§113.42. World History Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	<b>Knowledge and skills.</b>		
(1)	History. The student understands traditional historical points of reference in world history. The student is expected to:	<p>The skill of periodization should be the intent of this knowledge statement and SEs. This was discussed at the recommendation of Work Group A. A future work group or full revision committee may want to consider this.</p> <p><b>Example:</b> place time-period at start of every SE</p> <p>The idea of using BCE and CE in order to support college-readiness should be discussed during the next full revision committee.</p>	
(A)	identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;		
(B)	identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;		
(C)	identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of <a href="#">major world religions</a> <del>Christianity; the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates</del> and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;	<p>The decline of Rome is a duplicated in a SE in a different time period (see 3B,3C) therefore it was removed.</p> <p>The spread of major world religions helps clarify the thematic focus of this SE. The specific world religions and their regions of impact are within another SE below (see 4A-4K). By clarifying we create alignment with 1B and help the teacher better organize this unit around critical points of reference such as the spread of major world religions.</p>	~45 minutes
(D)	identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;		

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(E)	identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and		
(F)	identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.		
(2)	History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:		
(A)	summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;		
(B)	identify the characteristics of civilization; and		
(C)	explain how major river valley civilizations influenced the development of the classical civilizations.		
(3)	History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:		
(A)	describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome; <del>including the development of monotheism, Judaism, and Christianity;</del>	Redundant as seen in 23A; implied in influences and covered in instructional materials. This will help clarify the intent of this standard in providing a broad narrative of the time period which will help save instructional time by preventing teachers from being bogged down in details (see Work Group A's notes on this time period).	~50 (10 per region) minutes
(B)	explain the impact of the fall of Rome on Western Europe; and	A full revision committee may consider broadening this SE to include the collapse of classical civilizations as a whole.	
(C)	compare the factors that led to the collapse of Rome and Han China.		

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(4)	History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:		
(A)	explain the development of <i>Roman Catholicism and Eastern Orthodoxy</i> <del>Christianity</del> as a <del>unifying</del> social and political factors in medieval Europe and the Byzantine Empire;	Striking “unifying” addresses concerns from Work Group A and the survey responses.	Time saved from merger w/ 4B
<del>(B)</del>	<del>explain the characteristics of Roman Catholicism and Eastern Orthodoxy;</del>	Merging with 4A because these characteristics are implied when discussion medieval Europe and Byzantine Empire. This may prevent over teaching this subject matter.	~60 minutes
<del>(B)</del> (C)	describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;		
<del>(C)</del> (D)	explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;		
<del>(D)</del> (E)	describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;		
<del>(E)</del> (F)	describe the interactions between Muslim and Hindu societies in South Asia;		
<del>(F)</del> (G)	explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism <a href="#">of 1378</a> contributed to the end of medieval Europe;	By clarifying which schism, teachers will have a clearer understanding of this SE as covered by instructional materials without adding in additional topics.	~30 minutes
<del>(G)</del> (H)	summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;		
<del>(H)</del> (I)	explain the development of the slave trade;	This SE is problematic because it implies that the slave trade developed during this time period without reference to the use of slavery in the ancient and classical era (time period - 1A, 1B) as instructional materials often do. We believe that forced labor systems including the slave trade should be included throughout time periods but this is a decision for a full revision committee.	
<del>(I)</del> (J)	analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and		
<del>(J)</del> (K)	summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.		

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(5)	History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:	We feel like a full revision committee should look at including this inside of knowledge statement 7. Having a separate knowledge statement for a uniquely European development is out of place in a world history course.	
(A)	explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and		
(B)	explain the political, intellectual, artistic, economic, and religious impact of the Reformation.		
(6)	History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:	Instructional materials often include examples of other Mesoamerican and South American civilizations. This knowledge statement also does not put into place a clear guide for covering this knowledge statement within a specific time-period unlike the other history knowledge statements. A future work group or full revision committee should consider looking at this.	
(A)	compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and		
(B)	explain how the Inca and Aztec empires were impacted by European exploration/colonization.		
(7)	History. The student understands the causes and impact of <u>increased global interaction</u> <del>European expansion</del> from 1450 to 1750. The student is expected to:	This clarification helps makes sense of the inclusion of 7D and 7E within this knowledge statement. This avoids redundancy with the language in 7A and reflects the coverage of these topics in instructional materials.	~45 minutes
(A)	analyze the causes of European expansion from 1450 to 1750;		
(B)	explain the impact of the Columbian Exchange <del>on the Americas and Europe</del> ;	By not specifying two locations here the focus of instruction can be on the impact of the Columbian Exchange as it relates to increased global interaction.	~30 minutes
(C)	explain the impact of the Atlantic slave trade on West Africa and the Americas;	See comment on 4I for possible future full revision work.	
(D)	explain the impact of the Ottoman Empire on Eastern Europe and global trade;		
(E)	explain Ming China's impact on global trade; and		

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(F)	explain new economic factors and principles <del>that contributed to the success</del> of Europe's Commercial Revolution.	Students will now not be required to both understand and evaluate the Commercial Revolution. The verb “explain” implies a lower depth of knowledge required to master this SE. This also reflects the way this topic is dealt with within the instructional materials related to the Commercial Revolution.	~30 minutes
(8)	History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:	A future full revision committee should consider including clear reference to non-European imperialism. Non-European examples are mentioned throughout the instructional materials and this would make the knowledge statement more historically accurate. It is also necessary for students to master SE 10A which asks students to explain the importance of imperialism in causing WWI.	
<del>(A)</del>	<del>explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;</del>	Redundant, see 28A. The idea of covering technology and advancements is contained within the knowledge statement. This makes it seem broad whereas in 28A the scientific advancements are specifically listed. [future work groups should consider this removal because the ideas are still important to retain in the course]	~30 minutes
<del>(A)</del> (B)	explain how the Industrial Revolution led to political, economic, and social changes <del>in Europe</del> ;	Deleting this phrase aligns this SE with the knowledge statement, however, this creates redundancy with 17A-B which a future work group should examine to determine whether to clarify or remove. Our group recommends removing.	~30 minutes
<del>(B)</del> (C)	identify the major political, economic, and social motivations that influenced European imperialism;		
<del>(C)</del> (D)	explain the major characteristics and impact of European imperialism; and		
<del>(D)</del> (E)	explain the effects of free enterprise in the Industrial Revolution.		
(9)	History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:		
(A)	compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, <del>the Glorious Revolution, and religion</del> ;	Work group A recommended considering the accuracy of this SE. Glorious Revolution is implied in 20A (a future work group should consider this). This makes the SE less redundant and more focused.	~30 minutes

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(B)	explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;		
(C)	trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and		
(D)	identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.		
(10)	History. The student understands the causes and impact of World War I. The student is expected to:		
(A)	identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;		
(B)	identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;		
(C)	explain the <del>political impact of Woodrow Wilson's Fourteen Points</del> and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and	In a world history course the political impact of Woodrow Wilson's Fourteen Points was not global in scale. By focusing on the impact of the Treaty of Versailles teachers can maintain a world history perspective and save instructional time. Instructional materials often include the impact of the Fourteen Points on the Treaty of Versailles. The Fourteen Points is covered within the U.S. History since 1877 course SE on this topic.	~45 minutes
(D)	identify the causes of the February (March) and October ( <u>November</u> ) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.	This clarification aligns the SE to the way these events are referred to in instructional materials.	~5 minutes
(11)	History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:		
(A)	summarize the international, political, and economic causes of the global depression; and		

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(B)	explain the responses of governments <del>in the United States, Germany, and the Soviet Union</del> to the global depression <u>such as in the United States, Germany, Great Britain, and France.</u>	The Soviet Union is not supported within this context. This Soviet Union response is duplicated during coverage of totalitarianism (12A). By eliminating the requirement to teach three specific examples and adding two additional possible examples that are often included in existing instructional materials; teachers will save instructional time.	~45 minutes
(12)	History. The student understands the causes and impact of World War II. The student is expected to:	A full revision committee should consider revising this knowledge statement to reflect a world history perspective.	
(A)	describe the emergence and characteristics of totalitarianism;		
(B)	explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and		
(C)	explain the major causes and events of World War II, <del>including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</del>	No other SEs within the history strand contains a list of specific events. Additionally, every item on this list is covered in another SE within World History with the exception of the Normandy landings. See 12B, 13A, 22D, 28C. In addition, many of these items are also covered within the United States history course (VA). [Future work groups should consider the relationship to 22D and 28C when making revisions as our group thinks these events should still be covered within the course]	~90 minutes
(13)	History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:		
(A)	summarize how the outcome of World War II contributed to the development of the Cold War;		
(B)	summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, <del>and how it differed from Soviet communism;</del>	This deletion reduces the scope of this SE by requiring students to summarize rather than summarize and compare. The differences between types of communism is often discussed when covering 18B and Soviet Communism is still being covered within 10D. [Future work groups should keep the SE regarding the characteristics of communism in order to keep this concept in the course]	~30 minutes
(C)	identify <del>the following</del> major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	This deletion is only intended to make this SE grammatically similar to other SEs.	~1 minutes

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(D)	explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	A full revision committee should consider eliminating a list on this SE or re-writing the SE to include a broader set of individuals. Our group would recommend including, Margaret Thatcher, Boris Yeltsin, George H.W. Bush, and Helmut Kohl.	
(E)	summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts, <u>including the creation of the State of Israel and the Arab-Israeli conflict</u> ; and	By including the creation of the State of Israel and the Arab-Israeli conflict in this SE they are placed within the context of ongoing conflicts within these regions and creates coherence with instructional materials provided. Additionally it addresses the concerns of Work Group A and survey responses.	
<del>(F)</del>	<del>explain how Arab rejection of the State of Israel has led to ongoing conflict.</del>	The creation of the state of Israel as an event is better covered within 13E. This clarifies the intent of the knowledge statement and the idea of ongoing conflict within these regions.	~20 minutes
(14)	History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:	This knowledge statement should be reviewed by a future full revision committee. It might be beneficial to consider including globalization as a better theme for a knowledge statement (see 1F, which includes “globalization” as a major theme for this time period). Then fundamentalism can be a SE within that knowledge statement.	
(A)	summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including <del>Palestinian</del> terrorism and the growth <u>of terrorist groups of al-Qaeda</u> ; and	This clarification regarding terrorists groups in general allows teachers to align instruction to the intent of the knowledge statement. In addition, they will be able to use examples that appear throughout instructional materials.	~30 minutes
(B)	explain the U.S. response to terrorism from September 11, 2001, to the present.	A full revision committee should consider including a world history perspective to the SE such as “the international response to terrorism” instead of just limiting it to “the U.S. response”.	
<del>(15)</del>	<del>Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</del>	Moved this knowledge and skill to Social Studies Skills in collaboration with SS Skills Work Group D	No change
<del>(A)</del>	<del>create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</del>		
<del>(B)</del>	<del>analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</del>		

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(15)(16)	Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:		
(A)	locate places and regions of historical significance directly related to major eras and turning points in world history;		
(B)	analyze the influence of human and physical geographic factors on major events in world history <del>such as, including</del> the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and	Changing to “such as” allows the application and scope of geographic thinking across different time periods.  Recommendation with a full review consider additional examples such as Silk Road, Trans-Sahara Trade Route, Geopolitical issues and events.	No change
(C)	interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.		
(17)	Economics. The student understands the impact of the Neolithic and Industrial revolutions <del>and globalization</del> on humanity. The student is expected to:	Narrows scope of the Knowledge and Skills statement.	135 minutes
(A)	identify important changes in human life caused by the Neolithic Revolution <del>and the Industrial Revolution;</del> <del>and</del>	Narrows scope of the student expectation. Changes of human life is more applicable to the Neolithic Revolution than the Industrial Revolution.  Duplication: the changing roles of society are covered in World History 24A.	45 minutes
(B)	summarize the role of economics in driving political changes as related to <del>the Neolithic Revolution and</del> the Industrial Revolution; <del>and</del>	Narrows scope of the student expectation. Changes of human life is more applicable to the Industrial Revolution than the Neolithic Revolution.	45 minutes
<del>(C)</del>	<del>summarize the economic and social impact of 20th-century globalization.</del>	Duplication: globalization is covered in World History 28D	45 minutes
(18)	Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:		
(A)	identify the historical origins and characteristics of the free enterprise system, including the <del>influence contributions</del> of Adam Smith, <del>especially the influence of his ideas found in The Wealth of Nations;</del>	Clarifying standard- unnecessary specification	20 minutes
(B)	identify the historical origins and characteristics of communism, including the influences of Karl Marx;	Clarifying standard	No change in time
(C)	identify the historical origins and characteristics of socialism; <del>and</del>		

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(D)	identify the historical origins and characteristics of fascism;		
<del>(E)</del>	<del>explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and</del>	Duplication: covered in World History 13D	45 minutes
<del>(F)</del>	<del>formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.</del>	Duplication: The events are addressed in other parts of the course (Europe's Commercial Revolution World History 7F, Industrial Revolution World History 8A, 8B, 8E) This is an example of a process skill World History 29F.	90 minutes
(19)	Government. The student understands the characteristics of major political systems throughout history. The student is expected to:		
(A)	identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and		
(B)	identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.		
(20)	Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:		
(A)	explain the development of democratic-republican government from its beginnings in <del>the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment</del> <a href="#">French Revolution</a> ;	Removed to streamline. Concepts of Judeo-Christian legal tradition are redundant 20(B). Concepts of English Civil War and Enlightenment are redundant in 20(B) and 9(A). French Revolution clarifies the content discussed later in 20(B,C).	45 minutes
(B)	identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;		
(C)	explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, <a href="#">and John Calvin</a> , <del>Thomas Jefferson, and William Blackstone</del> ; and	Removed to streamline. Based on feedback from Workgroup B on historical figures; received low scores for this course. Thomas Jefferson is covered in Grade 8 and Government. William Blackstone is covered in Grade 8.	45 minutes

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(D)	explain the significance of the League of Nations and the United Nations.		
(21)	Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:		
(A)	describe how people have participated in supporting or changing their governments;		
(B)	describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and		
(C)	identify examples of key persons who were successful in shifting political thought, including William Wilberforce.		
(22)	Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:		
(A)	summarize the development of the rule of law from ancient to modern times;		
(B)	identify the <u>origins</u> <del>influence</del> of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" <del>that originated from the Judeo-Christian legal tradition and in Greece and Rome;</del>	Removed to streamline and narrow the scope of the SE.	45 minutes
(C)	identify examples of politically motivated mass murders <u>such as</u> in Cambodia, China, Latin America, the Soviet Union, and Armenia;	Clarify to allow flexibility in examples of politically motivated mass murder.	90 minutes
(D)	identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur; <u>and</u>		
(E)	identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, <del>Oscar Romero, Natan Sharansky</del> , Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square. <del>;</del> <u>and</u>	Removed to streamline. Based on feedback from Workgroup B on historical figures; received low scores for this course.	
<del>(F)</del>	<del>assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.</del>	Removed to streamline the scope of the World History course.	90 minutes

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(23)	Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:		
(A)	<u>describe the historical origins and central ideas in the development of monotheism;</u>	Separated to clarify and show development of ideas over time. Create new 23(A) and accept content for old 23(A)	No change
(B)(A)	describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, <u>and Sikhism;</u> <del>and the development of monotheism;</del> and	Content moved to new 23(A)	No change
(C)(B)	identify examples of religious influence on various events referenced in the major eras of world history.		
(24)	Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:		
(A)	describe the changing roles of women, children, and families during major eras of world history; and		
(B)	describe the major influences of women <u>during major eras of world history</u> such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir <del>during major eras of world history.</del>	Phrase moved different place in SE for clarity.	No change
(25)	Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:		
(A)	summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;		
(B)	summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;		
(C)	explain <u>how</u> the relationship <u>between among</u> Christianity; <u>and Humanism individualism, and growing secularism</u> that began with the Renaissance; <del>and how the relationship</del> influenced subsequent political developments; and	Simplifies SE and incorporate appropriate disciplinary vocabulary.	No change
(D)	explain how <u>developments in</u> Islam <u>influenced influences</u> law and government in the Muslim world <u>such as secularism, nationalism, and fundamentalism.</u>	Change explains developments to clarify intent of SE and provides example known to exist in at least Holt McDougal and Prentice Hall materials.	No change

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(26)	Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
<del>(A)</del>	<del>identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</del>	Redundant to content in 26(C)	413 minutes
<del>(A)</del> (B)	analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and		
<del>(B)</del> (C)	<u>describe</u> <del>identify</del> examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.	Elevates rigor to a developmentally appropriate level	
(27)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:		
(A)	identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, <del>and</del> the Islamic caliphates between 700 and 1200, and in China from the Tang to Ming dynasties;	Minor grammatical change	No change
(B)	summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;		
(C)	explain the impact of the printing press on the Renaissance and the Reformation in Europe;		
(D)	describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and		
(E)	identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.		

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(28)	Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:		
(A)	explain the role of textile manufacturing, <del>and</del> steam technology, <del>development in initiating the Industrial Revolution and the role of</del> the factory system, and transportation technology in <del>advancing</del> the Industrial Revolution;	Clarifies intent of SE	No change
(B)	explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;		
(C)	explain the effects of major new military technologies on World War I, World War II, and the Cold War;		
(D)	explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and		
(E)	identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.		
(29)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <del>digital electronic</del> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
<del>(A)</del>	<del>identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;</del>	Moved to 29(B) to remove redundancy and clarify the SE	30 minutes
<del>(A)(B)</del>	explain how historians, <del>such as archaeologists, anthropologists, and geographers when examining</del> analyze sources, <del>for analyze</del> frame of reference, historical context, and point of view to interpret historical events;	Moved from 29(A) to clarify the SE Clarifying language: subject-verb agreement added	N/A
<del>(B)(C)</del>	<del>explain the differences between primary and secondary sources and</del> examine <del>primary and secondary</del> those sources to analyze frame of reference, historical context, and point of view;	Deletion: vertically aligned rigor	N/A

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(C)(D)	evaluate the validity of a source based on <i>bias</i> , language, corroboration with other sources, and information about the author;	Moved from 29(E) to 29(D) consolidated approaches to evaluate sources	N/A
(E)	<del>identify <i>bias</i> in written, oral, and visual material;</del>	Moved to 29(D) to consolidate approaches to evaluate sources	90 minutes
(D)(F)	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;	No change	N/A
(E)(G)	construct a thesis on a social studies issue or event supported by evidence; and	No change	N/A
(F)(H)	<u>apply</u> use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.	Clarified term to express importance of application of this skill	N/A
(30)	<u><i>Social studies skills. Geography: The student uses geographic skills and 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, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and</i></u>	Recommendations from Elementary Survey: Add 15(A) and 15(B) from the Geography strand to skills to become 30(A) and 30(B)	N/A
(B)	<u><i>analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.</i></u>	Recommendations from Elementary Survey: Add 15(A) and 15(B) from the Geography strand to skills to become 30(A) and 30(B)	N/A
(31)(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> <del>standard grammar, spelling, sentence structure, and punctuation;</del> <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)	interpret and create written, oral, and visual presentations of social studies information <del>;</del> <u>and</u>	No change	N/A
(D)	<del>transfer information from one medium to another.</del>	Deletion: covered in 29(D), 29(H), and 30(C)	45 minutes

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(32)(31)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to:	Deletion: 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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§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012.			
TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	<b>Knowledge and skills.</b>		
(1)	History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:		
(A)	analyze <del>the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including</del> significant physical features and environmental conditions that <u>have</u> influenced migration patterns and shaped the distribution of culture groups today; and	Deleted to clarify the focus of the SE. The purpose of the history SE's in a geography course is more of an overview, not in depth because that will be covered in a World History course.	1,000 minutes
(B)	trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.		
(2)	History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:		
(A)	describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and		
(B)	explain how changes in societies <u>such as population shifts, technological advancements, and environmental policies</u> have led to diverse uses of physical features <u>over time such as terrace farming, dams, polders.</u>	Clarified the SE to narrow the focus on historical events and add specificity to ensure that geography teachers will not overlap the SE's that are covered in World History.	336 minutes
(3)	Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:		
(A)	explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;		
(B)	describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and		

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(C)	examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere <a href="#">such as hurricanes, El Niño, earthquakes, and volcanos.</a>	Clarification, adding “such as” to narrow focus so that geography teachers will not overlap Science SE’s.	30 minutes
(4)	Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:		
(A)	explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;		
(B)	describe different landforms <a href="#">such as plains, mountains, and islands</a> and the physical processes that cause their development; and	Clarification to narrow focus and gives more direction, by adding specific examples.	90 minutes
(C)	explain the influence of climate on the distribution of biomes in different regions.		
(5)	Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:		
(A)	analyze how the character of a place is related to its political, economic, social, and cultural elements; and		
(B)	interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.		
(6)	Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:		
(A)	locate and describe human and physical features that influence the size and distribution of settlements; and		
(B)	explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.		

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(7)	Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:		
(A)	<del>construct and</del> analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;	Deletion: in order to understand population pyramids, the emphasis needs to be on Analyze rather than constructing.	90 minutes
(B)	explain how <i>physical geography and push and pull factors, including</i> political, economic, social, and environmental <i>conditions, push and pull factors and physical geography</i> affect the routes and flows of human migration;	Clarifying the focus of the SE to eliminate confusion and put more emphasis on push/pull factors and physical geography.	30 minutes
(C)	describe trends in world population growth and distribution; and		
(D)	examine <u>how</u> <del>benefits and challenges of</del> globalization <u>affects</u> , <del>including</del> connectivity, standard of living, pandemics, and loss of local culture.	Clarified the language of the SE to improve the direction of instruction. Removes the confusion created by the word “including”. The broader term of “affect” will allow more flexibility in the classroom rather than “benefits and challenges”.	60 minutes
(8)	Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:		
(A)	compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;		
(B)	<del>describe the interaction between humans and the physical environment and</del> analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes <u>on people and their environment</u> ; and	Deletion due to redundancy because it is covered in SE 8(A). Clarification to ensure the emphasis is on the human environmental connections.	240 minutes
(C)	evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.		
(9)	Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:		
(A)	identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and		

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(B)	describe different types of regions, including formal, functional, and perceptual regions.		
(10)	Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:		
(A)	describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems;	Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment	
(B)	classify <del>where specific</del> countries <del>fall</del> along the economic spectrum between free enterprise and communism;	Full revision note: communist should be replaced with command economy for consistency with economic terms throughout the TEKS and for vertical alignment. Clarification: allows for change over time and to include current events. The word specific implies a right answer, or list of specific countries to be covered.	No change in time
(C)	compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and		
(D)	compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones.		
(11)	Economics. The student understands how geography influences economic activities. The student is expected to:		
(A)	understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);		
(B)	identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and		
(C)	assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.		

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(12)	Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:		
(A)	analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and		
(B)	evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.		
(13)	Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:		
(A)	interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and		
(B)	compare maps of voting patterns <del>and</del> <del>or</del> political boundaries to make inferences about the distribution of political power.	Clarify that both types of maps are needed to make the comparison.	
(14)	Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:		
(A)	analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;		
(B)	compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and		
(C)	analyze the human and physical factors that influence <del>the power to</del> control <del>of territories</del> <del>territory</del> and resources, <del>create</del> conflict/war, and <del>impact</del> international <del>political</del> relations of sovereign nations such as China, the United States, Japan, and Russia and <del>international organizations</del> <del>organized nation groups</del> such as the United Nations (UN) and the European Union (EU).	Remove and clarify to simplify wording based on input from Workgroup A.	

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(15)	Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes <del>at on local, state,</del> national and international levels. The student is expected to:	Removed to streamline and limit the scope of a World Geography course. Local and State examples are covered in other grades and courses.	
(A)	identify and give examples of different points of view that influence the development of public policies and decision-making processes at <del>on local, state,</del> national and international levels; and	Removed to streamline and limit the scope of a World Geography course. Local and State examples are covered in other grades and courses.	75 Minutes
(B)	explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.		
(16)	Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:		
(A)	describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;		
(B)	describe elements of culture, including language, religion, beliefs, <del>and customs,</del> institutions, and technologies; <del>and</del>	Clarifies language	No change
<del>(C)</del>	<del>explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and</del>	The meaning and intent of this SE was unclear. Designated as non-essential by Work Group A.	184 minutes
<del>(C)</del> (D)	compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.		
(17)	Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:		
(A)	describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;		
(B)	describe major world <del>religious beliefs</del> religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;	Change makes the SE inclusive of all the examples.	No change

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(C)	compare economic, political, or social opportunities in different cultures for <del>women, ethnic and religious minorities, and other</del> underrepresented populations <u>such as women, ethnic, and religious minorities</u> ; and	Clarifies language	No change
(D)	evaluate the experiences and contributions of diverse groups to multicultural societies.		
(18)	Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:		
(A)	analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;		
(B)	assess causes, <u>and</u> effects, <del>and perceptions</del> of conflicts between groups of people, including modern genocides and terrorism;	Better aligns to KS	132 minutes
(C)	identify examples of cultures that maintain traditional ways, including traditional economies; and		
(D)	evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, <del>U.S.-based fast food franchises, the English</del> language, <u>foods</u> , technology, or global sports.	Shows that spread of traits moves both direction.	No change
(19)	Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:		
(A)	evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;		
(B)	analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and		
(C)	examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.		

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(20)	Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:		
(A)	describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and		
(B)	examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.		
(21)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> <del>electronic</del> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;	No change	N/A
(B)	<u>identify</u> <del>locate</del> places of contemporary geopolitical significance on a map; and	Clarification: increased rigor (multiple viewpoints are taken into consideration)	N/A
(C)	create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.	No change	N/A
(22)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	<u>create</u> <del>design and draw</del> appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;	Deletion and Clarification: simplified and cleared language	45 minutes
(B)	generate summaries, generalizations, and thesis statements supported by evidence;	No change	N/A
(C)	use geographic terminology correctly; <u>and</u>	No change	N/A
<del>(D)</del>	<del>use standard grammar, spelling, sentence structure, and punctuation; and</del>	Deletion: combined with 22(E)	N/A
<u>(D)</u> <del>(E)</del>	create original work using <u>effective written communication skills, including</u> proper citations and understanding and avoiding plagiarism.	Clarifying language: combined with 22(D) for clarification and vertical alignment with SS courses (US History 30(A) and World History 30(B))	N/A

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(23)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to:	Deletion: unnecessary language	N/A
(A)	plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;	No change	N/A
(B)	use case studies and GIS to identify contemporary challenges and to answer real-world questions; and	No change	N/A
(C)	use problem-solving and decision-making processes 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.	No change	N/A

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§113.44. United States Government (One-Half Credit), Beginning with School Year 2011-2012.			
TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	<b>Knowledge and skills.</b>		
(1)	History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:		
(A)	explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;		
(B)	identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including <del>Judeo-Christian (especially biblical law)</del> , English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;	Removal addresses work group A concern of bias and Covered in world history 20A	20 minutes
(C)	identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of <del>Moses, William Blackstone,</del> John Locke, <del>and</del> Charles de Montesquieu, <u>Thomas Hobbes, and Jean-Jacques Rousseau</u> ;	Moses is too removed from time period the U.S. constitution was authored and beyond time scope Blackstone is covered in English common law in 1B Hobbes (justifies strong executive figure) and Rousseau (individual rights) are covered in currently adopted instructional materials such as McGraw Hill Removal addresses work group A concern of bias	0 minutes
(D)	identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;		
(E)	examine debates and compromises that impacted the creation of the founding documents; and		

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(F)	identify significant individuals in the field of government and politics; <del>such as including</del> George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.	Concurring with Work Group A	15 minutes
(2)	History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:		
(A)	<del>describe</del> <del>give examples of</del> the processes used by individuals, political parties, interest groups, or the media to affect public policy; and	Change verb to reflect essential learning appropriate for the course	0 minutes
(B)	analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.		
(3)	Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:		
(A)	<del>explain</del> <del>understand</del> how population shifts affect voting patterns;	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 Minutes
(B)	examine political boundaries to make inferences regarding the distribution of political power; and		
(C)	explain how political divisions are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.		
<del>(4)</del>	<del>Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</del>	Combined with 6A; students have prior knowledge from World Geography 12A &B, World History 16A, and US History 12B	0 minutes
<del>(A)</del>	<del>identify the significance to the United States of the location and key <i>natural</i> resources of selected global places or regions; and</del>	Combined with 6A; students have prior knowledge from World Geography 12A &B, World History 16A, and US History 12B	45 minutes
<del>(B)</del>	<del>analyze how U.S. foreign policy affects selected places and regions.</del>	Combined with 6A; students have prior knowledge from World Geography 12A & B, World History 16A, and US History 12B	45 minutes

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(4)(5)	Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:		
(A)	explain how government fiscal, <del>monetary</del> , and regulatory policies influence the economy at the local, state, and national levels; <u>and</u>	Covered in Economics 13B	45 minutes
<del>(B)</del>	<del>identify the sources of revenue and expenditures of the U.S. government and analyze their impact on the U.S. economy;</del>	Combined with 5D	0 minutes
<del>(C)</del>	<del>compare the role of government in the U.S. free enterprise system and other economic systems; and</del>	Covered in Economics 5A-D	20 minutes
<del>(B)</del> (D)	<u>explain</u> <del>understand</del> how government taxation, <u>expenditures</u> , and regulation can <u>influence the United States economy and impact</u> <del>serve as restrictions to</del> private enterprise.	Combined with 5B to reduce redundancy and eliminate political bias; clarify verb	0 Minutes
(5)(6)	Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:		
(A)	examine how <del>the U.S. government uses</del> economic <u>and natural</u> resources <u>influence U.S.</u> <del>in</del> foreign policy; and	Combined from 4A to reduce redundancy	0 Minutes
(B)	<u>describe</u> <del>understand</del> the roles of the executive and legislative branches in setting international trade and fiscal policies.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 Minutes
(6)(7)	Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:		
(A)	explain the importance of a written constitution;		
(B)	<u>explain</u> <del>evaluate</del> how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;	Changed verb allows for better vertical alignment to 5.15B	45 minutes
(C)	analyze how the Federalist Papers such as Number 10, <del>Number 39</del> , and Number 51 explain the principles of the American constitutional system of government;	Reduction in content depth to address suggestion from Work Group A	20 minutes
(D)	evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;		

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(E)	describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; <u>and</u>		
(F)	identify how the American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today. <del>and</del>		
<del>(G)</del>	<del>examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</del>	Move to 13 as new 13D	0 minutes
<del>(7)</del> (8)	Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:		
(A)	analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;		
(B)	analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;		
(C)	analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;		
(D)	identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);		
(E)	explain how <del>certain</del> provisions of the U.S. Constitution provide for checks and balances among the three branches of government;	the word certain implies limitation of content and removing it provides clarity	0 minutes

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(F)	analyze selected issues raised by judicial activism and judicial restraint;		
(G)	explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and		
(H)	compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.		
<del>(8)(9)</del>	Government. The student understands the concept of federalism. The student is expected to:		
(A)	explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;		
(B)	categorize government powers as national, state, or shared;		
(C)	analyze historical and contemporary conflicts over the respective roles of national and state governments; and		
(D)	<u>explain how U. S. constitutional provisions limit the power of national and state governments</u> <del>understand the limits on the national and state governments in the U.S. federal system of government.</del>	Reworded to clarify what provides the limits on national and state governments; and change verb to a measurable verb to reflect Work Group A suggestion	0 Minutes
<del>(9)(10)</del>	Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:		
(A)	<u>identify</u> <del>compare</del> different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;	Change verb to reflect essential learning appropriate for the course	25 minutes
(B)	explain the process of electing the president of the United States and analyze the Electoral College; and		
(C)	analyze the impact of the passage of the 17th Amendment.		
<del>(10)(11)</del>	Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:		
(A)	analyze the functions of political parties and their role in the electoral process at local, state, and national levels;		
(B)	explain the two-party system and evaluate the role of third parties in the United States; and		

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(C)	identify opportunities for citizens to participate in political party activities at local, state, and national levels.		
(11)(12)	Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:		
(A)	<u>define</u> <del>compare the U.S. constitutional republic to</del> historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics;	These forms of government are covered in previous social studies classes and to be able to compare them as stated in the KS, students need to be able to define various forms of government	20 minutes
(B)	analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and		
(C)	analyze advantages and disadvantages of presidential and parliamentary systems of government.		
(12)(13)	Citizenship. The student understands rights guaranteed by the U.S. Constitution. The student is expected to:		
(A)	<u>explain</u> <del>understand</del> the roles of limited government and the rule of law in the protection of individual rights;	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes
(B)	identify and define the unalienable rights;		
(C)	identify the freedoms and rights guaranteed by each amendment in the Bill of Rights;		
(D)	<u>examine the reasons the Founding Fathers addressed protected religious freedom in America by including the establishment clause and free exercise clause; and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</u>	Moved from 7G to better fit with the KS statement (other rights in the bill of Rights are being discussed here) and edited to address Work Group A concerns about bias. Replaced direct quotation from the amendment with the actual clauses to be taught.	0 minutes
(E)(14)	analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;		

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(F)(E)	explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and		
(G)(F)	recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states <del>through, including the Blaine Amendment</del> and U.S. Supreme Court rulings; and analyze the impact on the scope of fundamental rights and federalism.	Blaine Amendment is too narrow in scope	10 minutes
(13)(14)	Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:		
(A)	explain the <u>importance of</u> <del>difference between</del> personal and civic responsibilities;	To narrow the scope of focus in the SE and reduce the redundancy with KS	15 minutes
(B)	<u>describe scenarios where good citizenship may require the subordination of personal desire for the sake of</u> <del>evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to</del> the public good;	Clarifies intent of the SE	35 minutes
(C)	<u>evaluate</u> <del>understand</del> the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness. New verb strengthens student comprehension of civic engagement	0 minutes
(D)	<u>describe</u> <del>understand</del> the voter registration process and the criteria for voting in elections.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes
(14)(15)	Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:		
(A)	analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;		
(B)	analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and		
(C)	<u>identify and describe</u> <del>understand</del> the factors that influence an individual's political attitudes and actions.	Change verb to allow for better assessment of student comprehension and address Work Group A concerns about verb vagueness	0 minutes

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<del>(15)</del> (16)	Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:		
(A)	examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and		
(B)	analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.	Reviewed Work Group A’s suggestion and concluded that focusing on 1 <sup>st</sup> and 2 <sup>nd</sup> amendment is appropriate in supporting the KS	0 minutes
<del>(16)</del> (17)	Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:		
(A)	evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and		
(B)	explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.		
<del>(17)</del> (18)	Science, technology, and society. The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to:		
(A)	<del>explain</del> <del>understand</del> how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and	Verb change to allow for more specificity regarding constitutional protections	0 minutes
(B)	identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.		

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(18)(19)	Science, technology, and society. The student understands the impact of advances in science and technology on government <del>and society</del> . The student is expected to:	To narrow the focus on the scope of the course	0 minutes
(A)	<del>analyze</del> <del>understand</del> the potential impact on <u>government policy</u> <del>society</del> of recent scientific discoveries and technological innovations; and	Verb change to promote depth and complexity and rigor. Addition of government policy to narrow the focus of the content and be relevant to the course of study.	0 minutes
(B)	evaluate the impact of the Internet and other electronic information on the political process.		
(20)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> <del>electronic</del> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	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
(B)	create a product on a contemporary government issue or topic using critical methods of inquiry;	No change	N/A
(C)	analyze and defend a point of view on a current political issue;	No change	N/A
(D)	analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	No change	N/A
(E)	evaluate government data using charts, tables, graphs, and maps; and	No change	N/A
(F)	use appropriate mathematical skills to interpret social studies information such as maps and graphs.	No change	N/A
(21)	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
<del>(B)</del>	<del>use standard grammar, spelling, sentence structure, and punctuation;</del>	Deletion: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), US History 30(A), and Economics 23(D)) and added written communication wording to 23(D)	N/A

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(B)(E)	transfer information from one medium to another, including written to visual and statistical to written or visual, <del>using computer software as appropriate</del> ; and	Deletion: out of date language	N/A
(C)(D)	create written, oral, and visual presentations of social studies information <u>using effective written communication skills, including proper citations and avoiding plagiarism.</u>	Clarification: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), US History 30(A), and Economics 23(D))	N/A
(22)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to:	Deletion: 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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**§113.31 §118.4. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Beginning with School Year 2011-2012.**

TEKS with edits		Work Group Comments/Rationale	Instructional Time Reduction
(c)	<b>Knowledge and skills.</b>		
(1)	Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:		
(A)	explain why scarcity and choice are basic economic problems faced by every society;		
(B)	describe how societies answer the basic economic questions: <u>what to produce, how to produce, and for whom to produce</u> ;	Add what to produce, how to produce and for whom to produce. Clarification of the basic economic questions. This is in all instructional materials and TEKS resource system	
(C)	describe the economic factors of production; and		
(D)	interpret a production-possibilities curve and <u>apply</u> <del>explain</del> the concepts of opportunity costs and scarcity.	Change the verb explain to apply. This increases the rigor, not instructional time, and provides more flexibility in teaching the concept.	
(2)	Economics. The student understands the interaction of supply, demand, and price. The student is expected to:		
(A)	understand the effect of changes in price on the quantity demanded and quantity supplied;		
(B)	identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and		
(C)	interpret a supply-and-demand graph using supply-and-demand schedules.		
(3)	Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:		
(A)	<u>apply</u> <del>explain</del> the concepts of absolute and comparative advantages;	Change the verb explain to apply this will allow the merger of 3B.	
<del>(B)</del>	<del>apply the concept of comparative advantage to explain why and how countries trade; and</del>	By changing the verb in 3A from explain to apply it allows for the merger of 3B into 3A	45 minutes

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<del>(C)</del>	<del>analyze the impact of U.S. imports and exports on the United States and its trading partners.</del>	Merged with 4A (redundant)	
<del>(4)</del>	<del>Economics. The student understands the issues of free trade and the effects of trade barriers. The student is expected to:</del>	Eliminate 4 to merge with 3	
<del>(B)</del> (A)	compare the effects of free trade and trade barriers on economic activities, <u>including the benefits and costs of participating in international trade</u> ; <u>and</u>	Combined 4A and 4B to reduce redundancy. International trade is a component of trade.	45 Minutes
<del>(B)</del>	<del>evaluate the benefits and costs of participation in international free trade agreements; and</del>	Moved international trade to 4A as an example. Students are comparing effects in new 3B, which is more appropriate for the grade level. Streamlined for time constraints.	
(C)	analyze the effects of changes in exchange rates on imports and exports.		
<del>(4)</del> (5)	Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:		
(A)	<u>explain</u> <del>describe</del> the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;	By changing the verb describe to explain, 6A is merged into 5A	
(B)	compare <u>current and historic examples of</u> the free enterprise system, socialism, and communism using the basic characteristics of economic systems; <u>and</u>	Historical examples are in the Economics resources. Clarified historic examples when merged 5C into 5B	
<del>(C)</del>	<del>examine current examples of free enterprise, socialist, and communist economic systems;</del>	Merged with 5B due to redundancy	20 minutes
<del>(D)</del>	<del>understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system; and</del>	Implied in 5A, overly simplistic into terms whereas there is no higher order thinking.	10 minutes
<del>(C)</del> (E)	analyze the <u>contributions</u> <del>importance</del> of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.	Clarification. Importance is difficult to measure and requires a judgement of value	

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(5)(6)	Economics. The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to:		
(A)	<del>explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government;</del>	Combined with 5A due to redundancy.	45 minutes
(A)(B)	explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth; <u>and</u>		
(B)(C)	analyze recent changes in the basic characteristics of the U.S. economy; <del>and</del>		
(D)	<del>analyze the costs and benefits of U.S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.</del>	Moved to 14D because 14 covers the role of government and economic policy and intervention in the free enterprise system. Student expectation best fits under this knowledge and skills set.	
(6)(7)	Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:		
(A)	analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and		
(B)	identify and evaluate examples of restrictions that the government places on the use of business and individual property.		
(7)(8)	Economics. The student understands the circular-flow model of the economy. The student is expected to:		
(A)	interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; <u>and</u>		
(B)	explain how government actions affect the circular-flow model; <del>and</del>		
(C)	<del>explain how the circular-flow model is affected by the rest of the world.</del>	Redundant. Covered in international trade knowledge and skill 3.	15 minutes

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(8)(9)	Economics. The student understands types of market structures. The student is expected to:		
(A)	describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly. <del>and</del>		
(B)	<del>identify and evaluate ordinances and regulations that apply to the establishment and operation of various types of businesses.</del>	Combined with 16C	
(9)(10)	Economics. The student understands key economic measurements. The student is expected to:		
(A)	interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and		
(B)	analyze business cycles using key economic indicators.		
(10)(11)	Economics. The student understands key components of economic growth. The student is expected to:		
(A)	analyze how productivity relates to growth;		
(B)	analyze how technology relates to growth; and		
(C)	analyze how trade relates to growth.		
(11)(12)	Economics. The student understands the role of money in an economy. The student is expected to:		
(A)	describe the functions of money;		
(B)	describe the characteristics of money, including commodity money, fiat money, and representative money; and		
(C)	examine the positive and negative aspects of barter, currency, <del>credit cards</del> , and debit cards.	Factual error. Credit cards are not money. The knowledge and skills statement states “the role of money”	
(12)(13)	Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:		
(A)	explain the structure of the Federal Reserve System;		
(B)	analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;		

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(C)	explain how the actions of the Federal Reserve System affect the nation's money supply; and		
(D)	analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.		
<del>(13)</del> (14)	Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:		
<del>(A)</del>	<del>identify economic concepts in the U.S. Constitution, including property rights and taxation;</del>	Covered in 5A under free enterprise. Also covered in Government	30 minutes
<del>(A)</del> (B)	describe the role of government in the U.S. free enterprise system and the changes in that role over time; and		
<del>(C)</del>	<del>evaluate government rules and regulations in the U.S. free enterprise system.</del>	Redundant. Covered in new structure of 13D formerly 6D.	60 minutes
<del>(B)</del>	<del><i>analyze the costs and benefits of U.S. economic policies, rules and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.</i></del>	Moved from 6D because 13 covers the role of government and economic policy and intervention in the free enterprise system. Student expectation best fits under this knowledge and skills set.	
<del>(14)</del> (15)	Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:		
(A)	identify types of taxes at the local, state, and national levels and the economic importance of each;		
(B)	analyze the categories of revenues and expenditures in the U.S. federal budget; and		
(C)	analyze the impact of fiscal policy decisions on the economy.		
<del>(15)</del> (16)	Personal financial literacy. The student understands types of business ownership. The student is expected to:		
(A)	explain the characteristics of sole proprietorships, partnerships, and corporations;		
(B)	analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations; <u>and</u>		

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(C)	analyze the economic rights and <u>legal</u> responsibilities of businesses, including <u>establishing and operating various types of those involved in starting a small business</u> ; and	Combined from 9B and provided further clarification of “legal” responsibilities. Student expectation best fits this knowledge and skills set.	
<del>(D)</del>	<del>explain how corporations raise money through stocks and bonds.</del>	This SE is redundant. It is more relevant in financial markets.	
<del>(16)</del> (17)	Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:		
(A)	explain the functions of financial institutions and how they affect households and businesses;		
(B)	explain how the amount of savings in an economy is the basis of capital formation <u>through stocks and bonds</u> ;	Moved from 16D	
(C)	analyze the role of interest and risk in allocating savings to its most productive use; and		
(D)	examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.		
<del>(17)</del> (18)	Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:		
(A)	assess ways to be a wise investor in the stock market and in other personal investment options <u>such as a personal retirement plan</u> ;	Clarifying language in combining 18C	
(B)	explain how to begin a savings program;		
<del>(C)</del>	<del>examine investment options available in a <u>personal retirement plan</u>.</del>	Combined with 18A	45 minutes
<del>(C)</del> (D)	demonstrate how to maintain a checking account, including reconciling a bank statement;		
<del>(D)</del> (E)	identify the types of loans available to consumers;		
<del>(E)</del> (F)	explain the responsibilities and obligations of borrowing money; and		
<del>(F)</del> (G)	develop strategies to become a low-risk borrower by improving <u>and understanding</u> one's personal credit score.	Clarification. In order to improve, must understand.	

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(18)(19)	Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:		
(A)	examine ways to avoid and eliminate credit card debt;		
(B)	evaluate the costs and benefits of declaring personal bankruptcy;		
(C)	evaluate the costs and benefits of buying insurance; and		
(D)	evaluate the costs and benefits of charitable giving.		
(19)(20)	Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:		
(A)	evaluate the costs and benefits of renting a home <u>versus buying a home</u> ; <u>and</u>	Merged buying a home 20B with 20A	
<del>(B)</del>	<del>evaluate the costs and benefits of buying a home; and</del>	Merged with 20A	45 minutes
<del>(B)</del> (C)	assess the financial aspects of making the transition from renting to home ownership.		
(20)(21)	Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:	In a future revision, how to complete income tax forms should be included as they are essential to the FAFSA	
(A)	understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;		
(B)	research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;		
(C)	analyze and compare student grant options;		
(D)	analyze and compare student loan options, including private and federal loans; <u>and</u>		
(E)	research and evaluate various work-study program opportunities. <del>and</del>		
<del>(F)</del>	<del>investigate nontraditional methods of paying for college or postsecondary education and training.</del>	This SE is too vague and ambiguous	45 minutes

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(22)	Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <u>digital</u> <del>electronic</del> technology. The student is expected to:	Clarifying language: contemporary verbiage	N/A
(A)	analyze economic 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
(B)	create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;	No change	N/A
(C)	explain a point of view on an economic issue;	No change	N/A
(D)	analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference;	No change	N/A
(E)	evaluate economic data using charts, tables, graphs, and maps; and	No change	N/A
(F)	use appropriate mathematical skills to interpret economic information.	No change	N/A
(23)	Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change	N/A
(A)	use economic-related terminology correctly;	No change	N/A
<del>(B)</del>	<del>use standard grammar, spelling, sentence structure, and punctuation;</del>	Deletion: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), and US History 30(A)) and added written communication wording to 23(D)	N/A
<del>(B)</del> <del>(C)</del>	transfer information from one medium to another, including written to visual and statistical to written or visual, <del>using computer software as appropriate;</del>	Deletion: out of date language	N/A
<del>(C)</del> <del>(D)</del>	create written, oral, and visual presentations of economic information <u>using effective written communication skills, including proper citations and avoiding plagiarism;</u> and	Clarification: increased vertical alignment across SS courses (World Geography 22(E), World History 30(B), and US History 30(A))	N/A

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<del>(D)</del> (E)	attribute ideas and information to source materials and authors.	No change	N/A
(24)	Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, <del>in a variety of settings</del> . The student is expected to:	Deletion: 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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