

Enhanced K-8 Proposal

As you read the chart on the following pages, please note the following:

- The current standards are listed in the far right column. Unless there is a strikethrough through a knowledge statement or a student expectation, we suggest keeping the current standard.
- Suggested enhancements can be found in the column marked “Enhanced Content.” The information there is what we suggest adding to the current standards.
- You will find our reasoning for the changes we suggested in the “Notes/Comments” column.

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Kindergarten Foundations of Social Studies			
Strand	Enhanced Content	Notes/Comments	Current Standards
History	<p>Explain the significance of national patriotic symbols: pledge of allegiance, U.S. flag, bald eagle, Statue of Liberty, White House, Liberty Bell, Mount Rushmore.</p> <p>Explain the significance of national patriotic celebrations: Constitution Day, Indigenous Peoples Day, Independence Day, Juneteenth, Labor Day, Memorial Day, MLK, Presidents Day, Thanksgiving, Veterans Day.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhancement is “explain the significance” rather than just identify national holidays and symbols.</p> <p>We included specific national patriotic symbols and</p>	<p>K.1 The student understands that holidays are celebrations of special events. The student is expected to:</p> <p>(A) identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and</p> <p>(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day</p>

	<p>Explain how patriotic symbols and celebrations reflect American individualism and freedom.</p> <p>Identify customs and traditions associated with national patriotic celebrations/holidays</p>	<p>celebrations to reflect American individualism and freedom.</p>	
History	<p>Compare traditions among diverse American families.</p>	<p>We felt that this culture TEK is important to include in the history strand and a great opportunity for students to compare traditions among our diverse student population.</p>	<p>Culture</p> <p><i>K.11</i> <i>The student understands the importance of family traditions. The student is expected to:</i></p> <p><i>(A) describe and explain the importance of family traditions; and</i></p> <p><i>(B) compare traditions among families.</i></p> <p><i>K.10</i> <i>The student understands similarities and differences among individuals.</i></p> <p><i>(A)The student is expected to identify similarities and differences among individuals such as kinship and religion.</i></p>

<p>History</p>	<p>Identify contributions of individuals and groups who helped shape America: Abraham Lincoln, Christopher Columbus, George Washington, Martin Luther King, Jr., Thomas Jefferson (individuals associated with holidays/celebrations).</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard focuses on the historical figures who shaped America and are associated with the holidays and celebrations mentioned in the enhanced content.</p>	<p>K.2 The student understands how historical figures helped shape the state and nation. The student is expected to identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p>
<p>Civics & Government</p>	<p>Identify characteristics of a good citizen.</p> <p>Identify community helpers.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The current standard is appropriate for kindergarten with the enhancement of our recommendations regarding good citizens and community helpers.</p>	<p>K.7 The student understands the purpose of rules. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school.
<p>Civics & Government</p>	<p>Identify the role of mayor in a community.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The current standard is appropriate for kindergarten with the enhancement of our recommendations regarding the addition of mayor as an authority figure.</p>	<p>K.8 The student understands the role of authority figures. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify authority figures in the home, school, and community; and (B) explain how authority figures enforce rules.

<p>Civics & Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The current standard is appropriate for kindergarten.</p>	<p>K.9 The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>(A) identify the United States flag and the Texas state flag;</p> <p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and</p> <p>(C) use voting as a method for group decision making.</p>
<p>Economics</p>	<p>Identify US paper money and coins that are used as currency.</p> <p>Explain how money is used to purchase goods and services.</p> <p>Categorize goods and services.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhancement for this standard is to introduce the concept of money and its uses.</p> <p>We also recommend that students begin categorizing goods and services.</p>	<p>K.5 The student understands the difference between human needs and wants and how they are met. The student is expected to:</p> <p>(A) identify basic human needs of food, clothing, and shelter;</p> <p>(B) explain the difference between needs and wants; and</p> <p>(C) explain how basic human needs and wants can be met.</p>
<p>Economics</p>	<p>Describe the work people do for a living: local jobs such as police, fire, teacher, soldier, farmer, doctor, nurse, etc.</p> <p>Describe the relationship between working and receiving income.</p> <p>Explain why work is valuable to a community or society.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhancement for this standard is making a direct connection between the jobs</p>	<p>K.6 The student understands the value of jobs. The student is expected to:</p> <p>(A) identify jobs in the home, school, and community; and</p> <p>(B) explain why people have jobs.</p>

		people do and the value of work.	
Geography	<p>Memorize home address</p> <p>Use a compass rose to identify direction (N,S,E,W).</p> <p>Identify major landforms and bodies of water, including each of the seven continents and all five of the oceans, on maps and globes.</p> <p>Locate the United States on a world map.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards recommend additional geography skills, including the introduction of the compass rose and the, the location of the continents and oceans, and the ability to locate the U.S. on a world map.</p>	<p>K.3 The student understands the concept of location. The student is expected to:</p> <p>(A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;</p> <p>(B) locate places on the school campus and describe their relative locations; and</p> <p>(C) identify and use geographic tools that aid in determining location, including maps and globes.</p>
Geography	<p>Examples of physical characteristics</p> <ul style="list-style-type: none"> ● Mountains ● Valleys ● Rivers ● Lakes ● Oceans ● Hills ● Plateaus ● Peninsulas 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhancement is a suggestion of specific physical characteristics that kindergartners should learn.</p>	<p>K.4 The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:</p> <p>(A) identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.</p>
<i>Science, technology, and society.</i>		Unless marked with a strikethrough, we recommend keeping current standards.	K.12 The student understands ways technology is used in the home and school and how technology affects

		We feel this standard will be covered more appropriately in another grade level.	<i>people's lives. The student is expected to:</i> <i>—(A) identify examples of technology used in the home and school;</i> <i>—(B) describe how technology helps accomplish specific tasks and meets people's needs; and</i> <i>—(C) describe how his or her life might be different without modern technology.</i>
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**1st Grade
Foundations Of Our State**

The enhanced standards of this course build upon and are vertically aligned to the recommendations for kindergarten.
This course lays the foundation for fourth and seventh grade Texas history.

Strand	Enhanced Content	Notes/Comments	Current Standards
History	<p>Explain the significance of state symbols: Texas pledge, Texas flag, bluebonnet, mockingbird, Alamo.</p> <p>Explain the significance of state celebrations: Texas Independence Day, Juneteenth, etc.</p> <p>Explain how patriotic symbols and celebrations reflect American individualism and freedom in Texas.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The recommended enhancements are focused on the origins of customs, holidays, and celebrations of the state of Texas.</p>	<p>1.1 The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>(A) describe the origins of customs, holidays, and celebrations of the community, the state, and nation such as Constitution Day, Independence Day, and Veterans Day; and</p> <p>(B) compare the observance of holidays and celebrations</p>
History	<p>Identify the accomplishments of individuals in settling Texas: Stephen F. Austin, etc.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>1.2 History. The student understands how historical figures helped shape the state and nation. The student is expected to:</p>

	Identify contributions of individuals and groups who helped shape Texas: Cabeza DeVaca, Jose Antonio Navarro, Juan Seguin, Sam Houston, Stephen F. Austin, etc.	The recommended enhancements are focused on the historical figures who helped shape Texas.	(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr. , who have influenced the state and nation ; and (B) compare the lives of historical figures who have influenced the state and nation .
History	Identify and describe the American Indian groups in Texas before European exploration in terms of tools, clothing, homes, ways of making a living and accomplishments: Caddo, Comanche, Cherokee, Jumano, Karankawa, and Lipan Apache.	In the enhanced sequence, we have added an emphasis on American Indians in grades 1-5.	(Not addressed in current TEKS)
History	Summarize motivations for European exploration and settlement/colonization of Texas, including economic opportunity, competition, and desire for expansion. Identify the accomplishments and explain the impact of significant explorers: Cabeza De Vaca, etc.	In the enhanced sequence, we have added an emphasis on European exploration and settlement of the Americas in K-5.	(Not addressed in current TEKS)
History	Identify contributions of various racial, ethnic, and religious groups in the development of Texas culture.	Unless marked with a strikethrough, we recommend keeping current standards. The enhanced standard fits better within the recommended course framework. In addition, it	<i>1.14 Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to: (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and</i>

		<p>encourages the development of a deeper understanding of how people from diverse backgrounds contributed to the culture of our state.</p> <p>We suggest moving the current 1.14 to Kindergarten.</p>	<p>(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.</p>
Civics/ Government		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>1.10 Government. The student understands the purpose of rules and laws. The student is expected to:</p> <p>(A) explain the purpose for rules and laws in the home, school, and community; and</p> <p>(B) identify rules and laws that establish order, provide security, and manage conflict.</p>
Civics/ Government	<p>Identify services commonly provided by local and state governments such as police and fire protection, libraries, schools, and parks.</p>	<p>The enhanced standard differentiates the government/civics standards in first grade from those in kindergarten. This sequence requires first graders to dive more deeply into the purpose of government.</p>	<p>(Not currently part of the TEKS)</p>
Civics/ Government	<p>Explain who can vote, (Constitutional principle of republicanism), how different groups have gotten the right to vote, and what can we vote on.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard differentiates the government/civics standards in first grade from those in</p>	<p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p>

		kindergarten. This sequence requires first graders to dive more deeply into the concept of voting.	(D) explain and practice voting as a way of making choices and decisions; and
Civics/ Government	Identify the governor as the leader of the state.	Unless marked with a strikethrough, we recommend keeping current standards. The enhanced sequence introduces the mayor as a local authority figure in kindergarten and the governor as a state authority figure in first grade.	1.11 Government. The student understands the role of authority figures and public officials. The student is expected to: (A) identify the responsibilities of authority figures in the home, school, and community; and (B) identify and describe the roles of public officials in the community, state, and nation.
Civics/ Government	Identify characteristics of good citizenship <ul style="list-style-type: none"> obeying the law, etc. Define the term civic participation.	Unless marked with a strikethrough, we recommend keeping current standards. The enhanced standard adds obeying the law as a characteristic of good citizens. We recommend, for first graders, defining the term civic participation. Since the focus of first grade is on the state of Texas, the work groups can choose Texas related historical figures who exemplify good citizenship.	1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their , and voting; and (B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt .

		Individuals listed should include representation from all perspectives that existed at the time being studied.	
Civics/ Government	Explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The focus of the enhanced standards in first grade is on the state of Texas.</p> <p>The enhancement is for students to explain the meaning of the pledges. Use the Texas motto of “Friendship.”</p>	<p>1.13 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;</p> <p>(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p> <p>(C) identify anthems and the motto of Texas and the United States;</p> <p>(E) explain how patriotic customs and celebrations reflect American individualism and freedom.</p>
Economics	Introduce the concept of a bank as a place where people can safely deposit and save money to meet their basic human wants and needs.	<p>Unless marked with a strikethrough, we recommend keeping current standards..</p> <p>The enhanced standard provides vertical alignment in the economics strand between kindergarten, first, and second grade when teaching about money and banking.</p>	<p>1.6 Economics. The student understands how families meet basic human needs. The student is expected to:</p> <p>(A) describe ways that families meet basic human needs; and</p> <p>(B) describe similarities and differences in ways families meet basic human needs.</p>

Economics	<p>Explain how individuals can be both producers and consumers.</p> <p>Identify examples of various jobs in Texas that contribute to the production of goods and services, like working as a farmer or rancher or in the aerospace, medical, or oil and gas industry.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard asks first graders, in relation to the role of markets, to explain how people can be both producers and consumers of goods and services.</p> <p>The enhanced standard asks first graders to focus on Texas specific jobs and industries in order to highlight the strength of the Texas economy.</p>	<p>1.7 Economics. The student understands the concepts of goods and services. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify examples of goods and services in the home, school, and community; (B) identify ways people exchange goods and services; and (C) identify the role of markets in the exchange of goods and services.
Economics	<p>Explain the concept of scarcity.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard requires the use of economic terms like scarcity which facilitates vertical alignment in the strand of economics.</p>	<p>1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify examples of people wanting more than they can have; (B) explain why wanting more than they can have requires that people make choices; and (C) identify examples of choices families make when buying goods and services.
Economics	<p>Describe how good citizenship applies to the workplace, including the importance of</p>	<p>Unless marked with a strikethrough, we</p>	<p>1.9 Economics. The student understands the value of work. The student is expected to:</p>

	<p>showing responsibility, respect, trustworthiness, and fairness.</p> <p>A job well performed includes completing the entire task assigned, giving one's best effort, showing respect to and cooperating with co-workers.</p> <p>Introduce the concept of the free-market by identifying ways people make choices about what businesses to start.</p> <p>Identify successful Texas businessmen and businesswomen.</p>	<p>recommend keeping current standards.</p> <p>The enhanced standards include more details about the characteristics of hard workers and jobs well-performed.</p> <p>These enhanced standards introduce the concept of the free market and successful entrepreneurs as students learn about how different types of jobs contribute to the production of goods and services in Texas.</p>	<p>(A) describe the tools of various jobs and the characteristics of a job well performed; and (B) describe how various jobs contribute to the production of goods and services.</p>
<p>Geography</p>	<p>Locate the seven continents and five oceans on a blank world map.</p> <p>Locate the state of Texas on a U.S. map.</p> <p>Locate the capital of Texas on a state map as well as the student's own city/town.</p> <p>Use intermediate directions.</p> <p>Use relative location to compare cities in Texas.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard vertically aligns learning the locations of important land masses and political units between kinder, first, and second grades.</p> <p>The enhanced standard vertically aligns the use of cardinal and intermediate directions with what is required in kindergarten.</p>	<p>1.3 Geography. The student understands the relative location of places. The student is expected to: (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and (B) locate places using the four cardinal directions.</p>

		The enhanced standards ask students to use relative location and maps together.	
Geography	Identify a map scale as the tool to measure the distance between two places on a map.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>While the focus of the suggested 1st grade course is on the state of Texas, we recommend retaining 4(B) as written so that students can see their community in the context of their state and their state in the context of their country.</p> <p>We also recommend introducing map scale here.</p>	<p>1.4 Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:</p> <p>(A) create and use simple maps such as maps of the home, classroom, school, and community; and</p> <p>(B) locate and explore the community, Texas, and the United States on maps and globes.</p>
Geography	<p>Identify the four regions of Texas.</p> <p>Identify the following major Texas physical features and bodies of water, including: Palo Duro Canyon, the Edwards Plateau, the Davis Mountains, the Red River, the Rio Grande, Gulf of Mexico.</p> <p>Identify important local physical features and bodies of water.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced sequence focuses on identifying and describing Texas specific landforms, bodies of water, and natural resources.</p> <p>The emphasis on the enhanced standard for 5B should focus on developing</p>	<p>1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:</p> <p>(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and</p> <p>(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.</p>

		the concept that “where you live affects how you live.”	
		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We recommend moving this standard to a grade level that focuses on the study of the United States.</p>	<p><i>1.15 Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:</i></p> <ul style="list-style-type: none"> <i>—(A) describe how technology has affected the ways families live;</i> <i>—(B) describe how technology has affected communication, transportation, and recreation; and</i> <i>—(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.</i>

**2nd Grade
Foundations Of Our Nation**

The enhanced standards of this course build upon and are vertically aligned to the recommendations for 1st grade.
This course lays the foundations for fifth and eighth grade U.S. History.

Strand	Enhanced Content	Notes/Comments	Current Standards
History	<p>Identify, describe the American Indian groups in the United States before European exploration in terms of tools, clothing, homes, ways of making a living and accomplishments.</p> <p>Discuss how American Indian cultures continue to contribute to American life.</p>	<p>In the enhanced sequence, 2nd grade is focused on the study of the United States.</p> <p>The enhanced standard emphasizes both the history of American Indians as well as their continued contribution to American life.</p>	(Not addressed in current TEKS)

<p>History</p>	<p>The student understands the causes and effects of European exploration and colonization of the United States.</p> <p>Identify groups that came to the United States.</p> <p>Identify reasons people formed colonies, including a need for security and laws, religious freedom, and material well-being.</p>	<p>In the enhanced sequence, 2nd grade is focused on the study of the United States.</p> <p>The enhanced standards focus on early American history rather than general social studies topics.</p>	<p>(Not addressed in current TEKS)</p>
<p>History</p>	<p>identify contributions of various racial, ethnic, and religious groups in the development of U.S culture.</p>	<p>In the enhanced sequence, 2nd grade is focused on the study of the United States</p> <p>The enhanced standards emphasize the influence of a diverse group of people who founded this nation and contributed to the development of its culture..</p>	<p>2.12 Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</p> <p>(A) identify the significance of various ethnic and/or cultural celebrations; and</p> <p>(B) compare ethnic and/or cultural celebrations.</p>
<p>History</p>	<p>The student understands how individuals, documents and ideas have influenced the history of communities in our nation.</p> <p>Identify and explain the significance of the Declaration of Independence and the United States Constitution.</p> <p>Explain the significance of important U.S. landmarks such as the White House, Statue of Liberty, and Mount Rushmore.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, 2nd grade is focused on the study of the United States.</p> <p>The enhanced standard adds depth to the study of Independence Day by including the study of founding documents like the</p>	<p>2.1 History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</p> <p>(A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and</p> <p>(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p>

		Declaration of Independence and the U.S. Constitution.	
History	<p>Identify significant individuals who contributed to the creation of the United States: Thomas Jefferson, George Washington, James Madison, etc.</p> <p>Describe individuals who have contributed to the expansion of our nation: Daniel Boone, Lewis and Clark and Sacagawea, etc.</p> <p>Explain the role of Theodore Roosevelt in the creation of the National Park System.</p> <p>Identify and describe individuals who expanded the concept of human rights in this country: Abraham Lincoln, Harriett Tubman, Sojourner Truth, Thurgood Marshall, Ruby Bridges, MLK, Rosa Parks, Hector P. Garcia, Eleanor Roosevelt etc. .</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, 2nd grade is focused on the study of the United States.</p> <p>In the enhanced sequence, historical depth in the 2nd grade course is focused on early American history; however, there is also a foundation laid in 2nd grade for deeper study of the environmental movement and the civil rights movement in later grades.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>2.2 History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p> <p>(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation; and</p> <p>(B) describe how people and events have influenced local community history.</p>
Civics/ Government	<p>Define the U.S government’s role in establishing and maintaining the national park service.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, the national park system is studied through several</p>	<p>2.8 Government. The student understands the purpose of governments. The student is expected to:</p> <p>(A) identify functions of governments such as establishing order, providing security, and managing conflict; and</p>

		lenses, those of history, government, and geography.	(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.
Civics/ Government	<p>Define the concept of government.</p> <p>Explain the purpose of the US Declaration of Independence and the Constitution, including the Bill of Rights.</p> <p>Identify the 3 branches of government created by the U.S. Constitution (Constitutional principle of Separation of Powers).</p> <p>Identify functions of governments such as establishing order, providing security, and managing conflict.</p> <p>Identify the different levels of government: local, state and national (Constitutional principle of Federalism).</p> <p>Compare the roles of public officials, including mayor, governor, and president and how they are chosen.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards require students to study the organization and function of government at the national level in much greater detail than the current standards.</p>	<p>2.9 Government. The student understands the role of public officials. The student is expected to:</p> <p>(A) name current public officials, including mayor, governor, and president;</p> <p>(B) compare the roles of public officials, including mayor, governor, and president;</p> <p>(C) identify ways that public officials are selected, including election and appointment to office; and</p> <p>(D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</p>
Civics/ Government	<p>Explain why it is important to educate oneself about the issues and obey the laws, and respect the rights of others.</p> <p>Explain how individuals can be involved in civic life by voting, serving on a jury,</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>2.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:</p>

	<p>volunteering, and communicating with others.</p>	<p>The enhanced standards add detail to the discussion of good citizenship.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>(B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth; and</p> <p>(C) identify ways to actively practice good citizenship, including involvement in community service.</p>
<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, 2nd grade is focused on the study of the United States.</p>	<p>2.11 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;</p> <p>(B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";</p>

			<p>(C) identify symbols such as state and national birds and flowers and Uncle Sam; and</p> <p>(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>
Economics	<p>Explain the relationship between scarcity and opportunity costs.</p> <p>Identify a few ways in which goods and services are allocated: first come first served, sharing, and competition.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard requires the use of economic terms like scarcity and opportunity costs and facilitates vertical alignment in the strand of economics.</p>	<p>2.6 Economics. The student understands the value of work. The student is expected to:</p> <p>(A) explain how work provides income to purchase goods and services; and</p> <p>(B) explain the choices people can make about earning, spending, and saving money.</p>
Economics	<p>Describe the costs and benefits of personal saving and spending choices.</p> <p>Describe the different services that banks, credit unions, and other financial institutions offer customers or members.</p>	<p>This enhancement highlights the role of personal financial literacy in social studies.</p> <p>The enhanced sequence helps students understand more deeply the concept of handling money responsibly.</p>	(Not addressed in current TEKS)
Economics	<p>Introduce the concept of free-market by identifying ways people obtain their goods and services, such as how money makes trade easier than barter.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>2.7 Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:</p>

	<p>Identify individuals in the US that have started successful businesses.</p>	<p>The enhanced standards require second graders to learn more about the free market than the current economic standards.</p>	<p>(A) distinguish between producing and consuming; (B) identify ways in which people are both producers and consumers; and (C) trace the development of a product from a natural resource to a finished product. 2.14 Science, technology, and society. <i>The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.</i></p>
<p>Geography</p>	<p>Use intermediate directions.</p> <p>Use scale to determine distance between places on maps and globes.</p> <p>Identify and describe the location of various national parks (Theodore Roosevelt).</p> <p>Create maps to show location of various national parks and routes between home and national park destinations.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards require 2nd graders to develop more map skills than the current standards, for example, the use of the map scale.</p> <p>We recommend that the current standard, 3B, be changed to focus on maps that show the location of and routes to and from various national parks.</p>	<p>2.3 Geography. The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p>(A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend; and (B) create maps to show places and routes within the home, school, and community.</p>

<p>Geography</p>	<p>Locate and label the United States and Washington, D.C. on a map of the world and on a map of North America.</p> <p>Locate and label U.S. landforms: Appalachian Mountains, Rocky Mountains, Great Plains, Grand Canyon.</p> <p>Locate and label U.S. bodies of water: Mississippi River, Missouri River, Great Lakes, Atlantic Ocean, Pacific Ocean.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The different places students are asked first to identify, and then to locate and label on maps builds from kinder to third grade.</p>	<p>2.4 Geography. The student understands the location of places in their community, state, country, and the world. The student is expected to:</p> <p>(A) identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes; and</p> <p>(B) locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.</p>
<p>Geography</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, the focus of second grade is on the study of the U.S.</p> <p>5C from the current standards would be enhanced when combined with a study of the national park system.</p>	<p>2.5 Geography. The student understands how humans use and modify the physical environment. The student is expected to:</p> <p>(A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil;</p> <p>(B) identify consequences of human modification of the physical environment; and</p> <p>(C) identify ways people can conserve and replenish Earth's resources.</p>
<p><i>Culture and Science, Technology and Society</i></p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>2.13 <i>Science, technology, and society. The student understands how science and technology have affected life,</i></p>

past and present. The student is expected to:

—(A) describe how science and technology have affected communication, transportation, and recreation; and

—(B) explain how science and technology have affected the ways in which people meet basic needs.

**3rd Grade
United States and The World**

The enhanced standards of this course build upon and are vertically aligned to the recommendations for 2nd grade.
This course lays the foundations for sixth grade world cultures, world geography, and world history.

Strand	Enhanced Content	Notes/Comments	Current Standards
History	<p>Compare the history and the accomplishments of early American civilizations including the Maya, the Inca, and the Aztecs.</p> <p>Give examples of food, animals, plants, diseases, and ideas exchanged between the Americas and the Eastern Hemisphere during the period of the Columbian Exchange.</p> <p>Trace the development of self-government in the U.S. by looking at the impact of Ancient Greece and Rome on the American government, the history of colonial governments, the conflict between the 13 colonies and Britain, and the writing of the Declaration of Independence and the Constitution.</p> <p>Describe the influence of the American Revolution on the French Revolution and other independence movements in the Americas, including Haiti, Venezuela, etc.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The focus of 3rd grade is the United States and its connections to the wider world.</p> <p>Please note the spiral of history topics from first grade (state), to second grade (U.S.), and to third grade (the U.S. and its ties to the world).</p> <p>Adding the study of some ancient civilizations would help to introduce these societies and lay the groundwork for 6th grade and World History</p>	<p>3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>(A) describe how individuals, events, and ideas have changed communities, past and present;</p> <p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and</p> <p>(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.</p>
		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>3.13 Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in</p>

		<p>The focus of 3rd grade is the United States and its connections to the wider world. An emphasis on those connections in studying these inventors would deepen students' understanding of the influence of the U.S. on other countries and vice versa.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p><i>various communities, past and present. The student is expected to:</i></p> <p><i>(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and</i></p> <p><i>(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.</i></p>
		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The focus of 3rd grade is the United States and its connections to the wider world.</p>	<p>3.2 History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>—(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and</p> <p>—(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</p>

<p>History</p>	<p>Explain the influences of world cultures on our national identity: food, religion, language, traditions, celebrations</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards focus on the broader concept of the US and its connections to the world.</p>	<p>3.10 Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p> <p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and</p> <p>(B) compare ethnic and/or cultural celebrations in the local community with other communities.</p>
<p>Government/ Citizenship</p>	<p>Compare the difference between three types of government-rule by one, rule by few, and rule by many.</p> <p>Identify reasons for limiting the power of government.</p> <p>Examine how governments protect liberties and rights.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced standards, TEKS 7A, B, and C were moved to 2nd grade.</p> <p>The suggested enhanced standards, which encourage comparison between the U.S. government and the governments of other countries, are more appropriate for this course.</p>	<p>3.7 Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</p> <p>(A) describe the basic structure of government in the local community, state, and nation;</p> <p>(B) identify local, state, and national government officials and explain how they are chosen; and</p> <p>(C) identify services commonly provided by local, state, and national governments.</p>
	<p>Explain the meaning of the traditional US Motto (1782) “E Pluribus Unum.”</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>3.8 Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</p>

	Trace the connection between the culture of Ancient Rome and the traditional US Motto (1782) “E Pluribus Unum” which was written in Latin.	The enhanced standard asks third graders to explore additional connections between the U.S. and other civilizations.	(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and (B) describe the concept of "consent of the governed."
	Compare the ways one becomes a citizen (birth or naturalization).	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard asks students to learn different pathways to citizenship.</p> <p>The focus of 3rd grade is the United States and its connections to the wider world. An emphasis on those connections in studying these individuals and organizations would deepen students’ understanding of the influence of the U.S. on other countries and vice versa.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>3.9 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:</p> <p>(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;</p> <p>(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship;</p> <p>(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and</p> <p>(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p>

<p>Government/ Citizenship</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We moved 11A and B to the government/citizenship section because we felt that their actions, often in relation to events that happened on a global scale (WWII, space race, etc.) relate to the characteristics of a good citizen.</p>	<p>3.11 Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p> <p>(A) identify and describe the heroic deeds of state and national heroes and military and first responders, such as Hector P. Garcia, James A. Lovell, and the Four Chaplains</p> <p>(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes</p>
<p>Economics</p>	<p>Introduce the purpose and function of taxes (roads, police, fire, schools etc.). <i>*Potential tie with Rome since Julius Caesar was the first to introduce the sales tax...</i></p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>3.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:</p> <p>(A) identify ways of earning, spending, saving, and donating money; and</p> <p>(B) create a simple budget that allocates money for spending and saving.</p>
	<p>Define and give examples of the four factors of production:</p> <ul style="list-style-type: none"> ● Land (natural resources) ● Labor (workers) ● Capital (capital goods) ● Entrepreneurship (combines the 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>3.6 Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:</p>

	<p>other three factors to start and run businesses).</p> <p>Identify individuals in the US and World that have started businesses (significant entrepreneurs).</p> <p>Give examples of interdependence and trade (describe the term, describe how goods and services are allocated by price in the marketplace, explain that some goods are made locally, some elsewhere in the country and some in other countries).</p> <p>Compare U.S. currency to the currency of other countries in design and in value.</p> <p>Explain the role of the U.S. as a world economic leader (U.S. influence on world).</p>	<p>In the enhanced standards, 6B was introduced in second grade.</p> <p>The enhanced standards in third grade economics require a deeper understanding of concepts like the factors of production, economic interdependence, and the U.S. as a leader in global trade.</p> <p>The enhanced standard introduces the concept of global currency and exchange values which lays the foundation for a better understanding of the future study of economic indicators like GDP, GNP, etc.</p>	<p>(A) explain how supply and demand affect the price of a good or service;</p> <p>(B) define and identify examples of scarcity;</p> <p>(C) explain how the cost of production and selling price affect profits; and</p> <p>(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.</p>
<p>Geography</p>	<p>Using thematic maps, describe similarities and differences in the physical environment of the U.S. and the physical environments of regions of the world mentioned in the history strand, including climate, physical features, natural resources, and natural hazards.</p> <p>Identify and compare how people in the U.S. and in other countries (those aligned to the history strand) adapt to or modify the physical environment in which they live, including desert, plain, mountain, and wetland regions.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Since the focus of this course is the study of the U.S. and its connections to the wider world, keeping the current standards, but broadening them to encourage comparison between the U.S. and other countries would be appropriate.</p>	<p>3.3 Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:</p> <p>(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;</p> <p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and</p>

	<p>Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape in both the U.S. and in other world regions (those mentioned in the history strand).</p>		<p>(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.</p>
	<p>Use a simple grid system to locate places or sites of interest on a map.</p> <p>Identify the equator and the Prime Meridian.</p> <p>Explain how the equator divides the earth into northern and southern hemispheres.</p> <p>Explain how the Prime Meridian divides the earth into the eastern and western hemispheres.</p> <p>Differentiate between lines of latitude and longitude and their uses in measuring distance north/south of the equator or east/west of the Prime Meridian.</p> <p>Explain how lines of latitude and longitude make up a global grid that can be used to find the exact location of places.</p> <p>Locate and identify continents, oceans, seas, and selected countries around the world using the global grid.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, current standards 4A and 4B were covered in earlier grades.</p> <p>In the enhanced sequence, 3rd graders are introduced first to a simple grid system, and then the global grid. They will use both simple grid and global grid maps to locate places of interest.</p>	<p>3.4 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</p> <p>(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;</p> <p>(B) use a scale to determine the distance between places on maps and globes; and</p> <p>(C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.</p>

		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>3.12 Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.</p>
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**4th Grade
Texas History Overview**

Building upon the foundations laid in K through third grade and specifically aligned to the standards of first grade, this course lays the foundation for seventh grade Texas history.

Strand	Enhanced Content	Notes/Comments	Current Standards
History	<p>Location of American Indians in Texas</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced version should include locating as well as identifying the American Indian groups in Texas.</p> <p>We also added the Comanche to the groups of Texas Indians to be studied.</p>	<p>4.1 History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to:</p> <p>(A) explain the possible origins of American Indian groups in Texas;</p> <p>(B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;</p> <p>(C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern; and</p>

			(D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We feel that 4.2D is more appropriately covered in 7th grade Texas history.</p>	<p>4.2 History. The student understands the causes and effects of European exploration and colonization of Texas. The student is expected to:</p> <p>(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;</p> <p>(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;</p> <p>(C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals;</p> <p>(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and</p> <p>(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.</p>

<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.3 History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;</p> <p>(B) summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza;</p> <p>(C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;</p> <p>(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and</p> <p>(E) explain the events that led to the annexation of Texas to the United States and the impact of the U.S.-Mexican War.</p>
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<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to:</p> <p>(A) describe the impact of the Civil War and Reconstruction on Texas;</p> <p>(B) explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;</p> <p>(C) explain the effects of the railroad industry on life in Texas, including changes to cities and major industries; and</p> <p>(D) explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>
<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <p>(A) explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals; and</p> <p>(B) explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and</p>

			important people such as Pattillo Higgins.
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>This standard was moved to the history strand because it fits best here.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>4.17 Culture. <i>The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture. The student is expected to:</i></p> <p>(A) <i>identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio; and</i></p> <p>(B) <i>summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.</i></p>
Civics/ Government		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We suggest opening 12A up to include all the Texas Indian tribes studied in 4th grade to make a more thorough comparison.</p>	<p>4.12 Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <p>(A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and</p> <p>(B) compare characteristics of the Spanish colonial government and the early Mexican governments in Texas.</p>
Civics/ Government	Compare the structural components of the Texas Declaration of Independence to the	Unless marked with a strikethrough, we	4.13 Government. The student understands important ideas in

	<p>structural components of the US Declaration of Independence.</p> <p>Compare the structural components of the Texas Constitution to the structural components of the US Constitution.</p>	<p>recommend keeping current standards.</p> <p>The enhanced standard suggests structural comparisons between the Texas and the U.S. Declarations of Independence and both their Constitutions as well, including the names of the sections of each document (preamble, articles, etc.) and the types of topics mentioned (grievances, political principles, etc.). We are NOT suggesting a deep analysis of the content for fourth graders, but rather an introduction to the structure of both documents.</p>	<p>historical documents of Texas and the United States. The student is expected to:</p> <p>(A) identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution;</p> <p>(B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).</p>
<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.14 Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument;</p> <p>(B) sing or recite "Texas, Our Texas";</p> <p>(C) recite and explain the meaning of the Pledge to the Texas Flag; and</p> <p>(D) describe the origins and significance of state celebrations such</p>

			as Texas Independence Day and Juneteenth.
Civics/ Government	<p>Identify important individuals who have volunteered to improve their communities at both the local and state level, such as Adina de Zavala and Clara Driscoll who spearheaded the preservation of the Alamo.</p> <p>Explain different ways that individuals can volunteer at the local and state levels to improve their communities.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards for 15A and 15B broaden the concept of volunteering beyond participation in the political process. We recommend including examples of volunteerism in which fourth graders themselves can participate.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>4.15 Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <p>(A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;</p> <p>(B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;</p> <p>(C) explain the duty of the individual in state and local elections such as being informed and voting;</p> <p>(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals; and</p> <p>(E) explain how to contact elected and appointed leaders in state and local governments.</p>

<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.16 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and (B) identify leadership qualities of state and local leaders, past and present.</p>
<p>Economics</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>By taking out the term early we have broadened the scope to talk about American Indians in Texas during the entire period they were there, not just those living there before European colonization.</p>	<p>4.9 Economics. The student understands the economic activities of early societies in Texas. The student is expected to: (A) explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting; and (B) explain the economic activities early settlers to Texas used to meet their needs and wants.</p>
<p>Economics</p>	<p>Describe how the free enterprise system works with Texas examples.</p> <p>Describe how the free enterprise system developed in Texas over time through various industries and technological</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.10 Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:</p>

	developments, such as the cattle industry, the oil and gas industry, etc. and the contributions of significant people related to those industries.	<p>10 A by providing Texas examples, this will help with clarity</p> <p>10 C was reworded to clarify the nature of the development of the free enterprise system in Texas.</p>	<p>(A) describe how the free enterprise system works, including supply and demand;</p> <p>(B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and</p> <p>(C) describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom.</p>
Economics	Describe the economic activities associated with each region and certain metropolitan areas of modern Texas.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>4.11A was reworded for clarity.</p>	<p>4.11 Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <p>(A) identify how people in different regions of Texas earn their living, past and present;</p> <p>(B) explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas;</p> <p>(C) identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and</p> <p>(D) explain how developments in transportation and communication have influenced economic activities in Texas.</p>

<p>Economics</p>	<p>Identify and explain notable Texas inventors and scientists and their significant contributions to society.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>This standard we feel fits best with the strand of Economics.</p> <p>We have plenty of Texas inventors and scientists to study.</p>	<p>4.18 Science, technology, and society. <i>The student understands the impact of science and technology on life in Texas. The student is expected to:</i></p> <p><i>(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and</i></p> <p><i>(B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.</i></p>
<p>Geography</p>	<p>Identify and locate major landforms, bodies of water including aquifers, and major natural resources within each of the physical regions of Texas.</p> <p>Describe and compare the geography, economies, and populations of the physical regions of Texas.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Building upon what was introduced in 2nd grade the students will go more in depth by locating, describing and comparing.</p> <p>The concept of region is one covered heavily in the geography strands of upper elementary and secondary courses. The enhanced version of 4.6 will lay the foundation for that geographic concept.</p>	<p>4.6 Geography. The student understands the concept of regions. The student is expected to:</p> <p>(A) identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities; and</p> <p>(B) compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).</p>

		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and</p> <p>(B) identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods.</p>
<p>Geography</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>4.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;</p> <p>(B) explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and</p> <p>(C) compare the positive and negative consequences of human modification of the environment in Texas, past and present.</p>

**5th Grade
US History Overview**

Building upon the foundations laid in K through third grade and specifically aligned to the standards of second grade, this course lays the foundation for eighth grade U.S. history.

Note: Special emphasis should be placed on eras to support 8th grade content: colonial, American Revolution, foundations of government, Early Republic, Industrial Revolution, Westward Expansion, and the Civil War and Reconstruction.

Strand	Enhanced Content	Notes/Comments	Current Standards
<p style="text-align: center;">History</p>	<p>Identify, describe, and compare the American Indian groups in the United States before European exploration in terms of tools, clothing, homes, ways of making a living and accomplishments.</p>	<p>This enhanced standard was added to align U.S. history studied in 2nd, 5th, and 8th grades.</p> <p>The focus of fifth grade is on comparison of American Indian groups rather than just identifying and describing them.</p>	<p>(Not addressed in current TEKS)</p>
<p style="text-align: center;">History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>5.1 History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:</p> <p>(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and</p> <p>(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period,</p>

			including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Including the Founding Mothers and their contributions during the Revolution enhances the current TEKS, making them more inclusive, including Phillis Wheatley, Mercy Otis Warren, Dolley Madison and Abigail Adams.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:</p> <p>(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;</p> <p>(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and</p> <p>(C) summarize the results of the American Revolution, including the establishment of the United States.</p>
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.3 History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and</p>

			George Mason who helped create the U.S. Constitution.
History		Unless marked with a strikethrough, we recommend keeping current standards.	<p>5.4 History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:</p> <p>(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;</p> <p>(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;</p> <p>(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;</p> <p>(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;</p> <p>(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and</p> <p>(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the</p>

			settlement of the frontier and building of the Transcontinental Railroad.
History		<p>Unless marked with a strikethrough, we recommend keeping current standards</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>5.5 History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:</p> <p>(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;</p> <p>(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and</p> <p>(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.</p>
History		<p>Unless marked with a strikethrough, we recommend keeping current standards</p>	<p>5.20 <i>Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</i></p>

		<p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>We felt the content of this 5.20 standard fit best under the History strand.</p>	<p><i>(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"; and</i></p> <p><i>(B) explain how examples of art, music, and literature reflect the times during which they were created.</i></p> <p>5.20 Culture. <i>The student understands the relationship between the arts and the times during which they were created. The student is expected to:</i></p> <p><i>(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride"; and</i></p> <p><i>(B) explain how examples of art, music, and literature reflect the times during which they were created.</i></p>
Civics/ Government	Compare the systems of government of early European colonists (representative government and monarchy) to the system of government of the Iroquois Confederacy	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>13A was reworded to compare colonial systems of government to a contemporary American Indian system of government.</p>	<p>5.13 Government. The student understands the organization of governments in colonial America. The student is expected to:</p> <p>(A) compare the systems of government of early European colonists, including representative government and monarchy; and</p> <p>(B) identify examples of representative government in the American colonies, including the</p>

			Mayflower Compact and the Virginia House of Burgesses.
Civics/Government		Unless marked with a strikethrough, we recommend keeping current standards.	5.14 Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to: (A) explain the purposes, key elements, and the importance of the Declaration of Independence; (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and (C) explain the reasons for the creation of the Bill of Rights and its importance.
Civics/Government	Distinguish between national and state governments and compare their roles and responsibilities in the U.S. federal system.	Unless marked with a strikethrough, we recommend keeping current standards. In the enhanced standard for 15 C the addition of the word “roles” to responsibilities will add clarity to the expectation of this standard.	5.15 Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to: (A) identify and explain the basic functions of the three branches of government; (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

<p>Civics/Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.16 Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p> <p>(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;</p> <p>(B) sing or recite "The Star-Spangled Banner" and explain its history;</p> <p>(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and</p> <p>(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.</p>
<p>Civics/Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.17 Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:</p> <p>(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and</p>

			(B) explain how to contact elected and appointed leaders in local, state, and national governments.
Civics/Government		Unless marked with a strikethrough, we recommend keeping current standards.	5.18 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and (B) identify leadership qualities of national leaders, past and present.
Civics/Government		Unless marked with a strikethrough, we recommend keeping current standards.	5.19 Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.
Economics		Unless marked with a strikethrough, we recommend keeping current standards.	5.9 Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

			<p>(A) explain the economic patterns of early European colonies; and</p> <p>(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.</p>
Economics		Unless marked with a strikethrough, we recommend keeping current standards.	<p>5.10 Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:</p> <p>(A) identify the development of the free enterprise system in colonial America and the United States;</p> <p>(B) describe how the free enterprise system works in the United States; and</p> <p>(C) give examples of the benefits of the free enterprise system in the United States.</p>
Economics		Unless marked with a strikethrough, we recommend keeping current standards.	<p>5.11 Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:</p> <p>(A) explain how supply and demand affects consumers in the United States; and</p> <p>(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.</p>

<p>Economics</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.12 Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare how people in different regions of the United States earn a living, past and present; (B) identify and explain how geographic factors have influenced the location of economic activities in the United States; (C) analyze the effects of immigration and migration on the economic development and growth of the United States; and (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
<p>Economics</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We felt the content of 5.22 fit best under the economics strand.</p>	<p>5.22 <i>Science, technology, and society.</i> The student understands the impact of science and technology on society in the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) <i>identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;</i> (B) <i>identify how scientific discoveries, technological innovations, and the rapid growth of</i>

			<p><i>technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and</i></p> <p><i>(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</i></p>
Geography		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.6 Geography. The student understands places and regions in the United States. The student is expected to:</p> <p>(A) describe political and economic regions in the United States that result from patterns of human activity;</p> <p>(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;</p> <p>(C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and</p> <p>(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.</p>

<p>Geography</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.7 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:</p> <p>(A) identify and describe the patterns of settlement such as rural, urban, and suburban;</p> <p>(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and</p> <p>(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.</p>
<p>Geography</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>5.8 Geography. The student understands how people adapt to and modify their environment. The student is expected to:</p> <p>(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and</p> <p>(B) analyze the positive and negative consequences of human modification of the environment in the United States.</p>

**6th Grade
Contemporary World Cultures**

Building upon the foundations laid in K through third grade and specifically aligned to the standards of third grade, this course lays the foundation for world geography and world history

Strand	Enhanced Content	Notes/Comments	Current Standards
<p>History</p>	<p>Analyze 1-2 historical events in each region that have had an impact on the contemporary culture of countries and regions around the world. Examples:</p> <ul style="list-style-type: none"> ● how the Aryan invasion of India led to the creation of Hinduism ● The impact of scientific achievements of ancient civilizations on modern science ● the history of trade and its impact (Silk Routes, Spice Routes, oil, gold/salt trade in Africa, etc). 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>1A and 1B already focus on how history shapes contemporary culture, but the wording of the standard is hard for new teachers to interpret. In addition, new teachers often have trouble choosing examples to build lessons around. We recommend re-wording the standard using simpler language (see example on the left) and giving more specific examples to guide less experienced educators.</p>	<p>6.1 History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p>(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p> <p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p>

<p>History</p>	<p>Examples of individuals or groups to build lessons around:</p> <ul style="list-style-type: none"> ● French speaking citizens of Canada-the struggle to integrate Canadians of British and French heritage over time, Quebecois secession movement ● Gandhi-one of the leaders of India’s independence movement and an important influence on non-violent protests around the world <p>Specific examples of cultural contributions on which to focus:</p> <ul style="list-style-type: none"> ● Cultural symbols/gestures ● Language ● Religion/Philosophical Beliefs/Values ● Rituals/Ceremonies/Customs/Celebrations ● Arts/Literature ● Food ● Clothing/Attire 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>2A and 2B already focus on how historical individuals and groups shaped contemporary culture, but the wording of the standard is hard for new teachers to interpret. In addition, new teachers often have trouble choosing examples to build lessons around. We recommend giving more specific examples to guide less experienced educators.</p>	<p>6.2 History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p>(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and</p> <p>(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>
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<p>History</p>	<p>Compare different world cultures, looking for examples of the ways people within a culture engage in conflict or cooperation with each other OR ways that two different cultures engage in conflict or cooperate with each other. Focus on the ways that the conflict or the cooperation have shaped modern societies. Examples:</p> <p>Within a culture:</p> <ul style="list-style-type: none"> • The US Civil War-conflict between the North and the South; how has this conflict shaped modern U.S. society <p>Between cultures:</p> <ul style="list-style-type: none"> • Analyze the international community's efforts to promote cooperation through the use of treaties and agreements. (Such as the Antarctic Treaty, the founding of the EU or the United Nations). 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>In the enhanced sequence, we moved 13A to the history section because its content relates to history more than it does to any other strand. The wording of the standard is hard for new teachers to interpret. In addition, new teachers often have trouble choosing examples to build lessons around. We recommend re-wording the standard using simpler language (see example on the left) and giving more specific examples to guide less experienced educators.</p>	<p><i>6.13 Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</i></p> <p><i>(D) identify and explain examples of conflict and cooperation between and among cultures.</i></p>
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<p>History</p>	<p>Explain which architectural, musical, or literary styles are associated with various world cultures and how those styles reflect the culture of the societies that produce them.</p> <p>Investigate historical events associated with world heritage sites and famous world monuments.</p>	<p>Unless marked with a strikethrough, we recommend keeping the current standards.</p> <p>The current standards are worded in a way that new teachers find difficult to understand. We recommend the versions on the left as more clearly worded examples.</p> <p>We feel that 16A and 16B are adequate for this knowledge statement.</p>	<p>6.16 Culture. <i>The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</i></p> <p><i>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</i></p> <p><i>(B) describe ways in which contemporary issues influence creative expressions; and</i></p> <p><i>(C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</i></p>
<p>History</p>	<p>Trace the origin of world religions and their major tenets; analyze the influence of these religious practices and customs on contemporary cultures.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard is more clearly worded than the current standard. It also reflects one of the most important reasons to study world religions: to understand the connection between religion and the culture of its followers.</p>	<p>6.17 Culture. <i>The student understands the relationships among religion, philosophy, and culture. The student is expected to:</i></p> <p><i>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</i></p> <p><i>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</i></p>

<p>Civics/ Government</p>	<p>Differentiate between governments with limited and unlimited power (past and present).</p> <p>Identify different types of governments (past and present) and understand their characteristics.</p> <p>Identify examples of human rights and violations of human rights.</p> <p>Analyze efforts by countries around the world to guarantee the human rights of their citizens.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standards add rigor to 9A using more advanced verbs and added content.</p> <p>We recommend discussing both efforts to ensure human rights as well as violations of human rights to make sure students master the concept.</p>	<p>6.9 Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</p> <p>(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p> <p>(B) identify reasons for limiting the power of government; and</p> <p>(C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.</p>
<p>Civics/ Government</p>	<p>Compare the U.S. government to those of other countries and identify each type of government as rule by one, rule by few, or rule by many.</p> <p>Trace the foundations of democratic government, including Athenian democracy, the Roman Republic, and the writing and signing of the Magna Carta.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>10A and 10B were combined into the first proposed standard.</p> <p>The enhanced standard adds to the influence of classical/early democracy and representative government the concept of limited government. This revised standard also meets part of the requirements of SB 3.</p>	<p>6.10 Government. The student understands various ways in which people organize governments. The student is expected to:</p> <p>(A) identify and give examples of governments with rule by one, few, or many;</p> <p>(B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and</p> <p>(C) identify historical origins of democratic forms of government such as Ancient Greece.</p>

<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>6.11 Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and</p> <p>(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.</p>
<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>6.12 Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</p> <p>(A) identify and explain the duty of civic participation in societies with representative governments; and</p> <p>(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.</p>
<p>Economics</p>	<p>Explain the factors of production: natural resources, labor, capital, and entrepreneurship and how they function in different economic systems.</p> <p>Identify problems that may arise when one or more of the factors of production is in short supply, using examples from the past</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We recommend the reworded version of 6A because we feel it is easier to understand.</p>	<p>6.6 Economics. The student understands the factors of production in a society's economy. The student is expected to:</p> <p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the</p>

	and/or the present.	The enhanced standard for 6B opens examples to the past as well as the present as a way to connect to some of our ancient history topics.	economies of various contemporary societies; (B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and (C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.
Economics	Identify various economic systems (past and present) and list their characteristics. Compare the U.S. Free Enterprise system to the economic systems of other countries around the world, paying close attention to the role of the government in economic decision making.	Unless marked with a strikethrough, we recommend keeping current standards. The enhanced version of 7A is easier for a new teacher to understand. We will leave it to the work groups to decide which specific economic systems sixth graders should study. Not all world economic systems fit perfectly into the categories listed in 7B. The enhanced version uses language that encourages increased comparison between the U.S. economy and other world systems. 7A and 7B are sufficient standards for 6th grade.	6.7 Economics. The student understands the various ways in which people organize economic systems. The student is expected to: (A) compare ways in which various societies organize the production and distribution of goods and services; (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and (C) understand the importance of ethics in maintaining a functional free enterprise system.

<p>Economics</p>	<p>Differentiate between developed and developing economies using economic indicators like GDP, per capita GDP, literacy rate, and life expectancy.</p> <p>Examine regional economic issues:</p> <ul style="list-style-type: none"> ● Free trade and the US-Mexico-Canada Agreement, ● Eco-Tourism in Latin America, ● Human use of the Amazon Rainforest ● Important natural resources (oil and water) in Southwest Asia/North Africa ● India and the growth of its IT (information technology) sector ● China’s gradual adoption of free enterprise economic strategies ● Microloans and ecotourism in Africa ● Natural resource-rich Russia and the Eurasian Republics 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The verb in 7B was changed to increase the rigor of this standard.</p> <p>The enhanced standards include an outline of regional economic issues to give teachers guidance when designing lessons.</p>	<p>6.8 Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</p> <p>(A) define and give examples of agricultural, retail, manufacturing (goods), and service industries; and</p> <p>(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.</p>
<p>Economics</p>	<p>Identify examples of scientific discoveries and technological innovations which have created an interconnected world.</p> <p>Trace the development of global trade and economic interdependence in the 20th and 21st centuries that have resulted from advances in technology.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>We moved 6.18 to the economics strand because we felt the tie between globalization and technological advances was a strong one.</p>	<p>6.18 <i>Science, technology, and society.</i> The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world;</p> <p>(B) explain how resources, economic factors, and political decisions affect the use of technology; and</p>

		18A was rewritten to narrow the focus of the technology studied to that which has impacted global economic ties.	—(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
Geography	Using the themes of location, conditions, and connections, students will ask and answer geographic questions which help them understand how people and the environment interact in places:	The enhanced geography sequence reorganizes the standards according to current science on spatial thinking. Please see <i>Teaching Geography</i>, 3rd edition by Phil Gersmehl. This new organization is clustered around three key themes: location, conditions, and connections.	Not covered in current TEKS.

<p>Geography</p>	<p>Locate places relative to other places in distance and direction.</p> <p>Locate places relative to a global grid using latitude and longitude.</p> <p>Ask and answer geographic questions like:</p> <ul style="list-style-type: none"> ● Where is it? ● Why is it there? ● What is significant about its location? <p>Location Skills:</p> <ul style="list-style-type: none"> ● Develop a mental map of the world and mental maps of regions of the world including continents, major countries, and physical features. ● Create and interpret world, regional, and local sketch maps, thematic maps, graphs, and charts from various time periods. Ex Topics: population, disease, economic activities, etc. ● Define and identify formal regions like countries, states, cities, time zones. 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The suggested theme of location corresponds to the current geography standards listed on the right.</p>	<p>6.3 Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p>(D) identify the location of major world countries for each of the world regions.</p> <p>6.4 Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships</p>
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<p>Geography</p>	<p>Describe and compare places in terms of conditions: climate, landforms, bodies of water, population, land-use, industry, government, culture, architecture, music, art, religion, etc.</p> <p>Ask and answer geographic questions like:</p> <ul style="list-style-type: none"> • What is the place like today? • What was it like in the past? • How has it changed? • How do people use the land? • How do people adapt to the environment? • Which physical and human systems affect places? • What is the culture of a place? • How has that culture changed? • What cultural universals are shared by different places? • How do people and groups shape culture? <p>Conditions Skills:</p> <ul style="list-style-type: none"> • Identify and explain the influence places have on their neighbors, including through cultural diffusion, trade, immigration, etc. • Identify the way things tend to occur together in places, including natural resources and urban areas/economic activities; certain physical features and urban centers. • Identify and explain how places fit inside larger areas, including at local, regional, global scales, into various regions, etc. 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The suggested theme of conditions corresponds to the current geography standards listed on the right.</p> <p>We felt the content of 6.13 and 6.14 was most similar to that of this geography strand.</p>	<p>6.3 Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>6.4 Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and</p>
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	<ul style="list-style-type: none"> • Compare places to identify and explain how they are/were similar or different, including using data from maps, graphs, charts, and other sources of information. 		<p>(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p> <p>6.13 Culture. <i>The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</i></p> <p>(A) <i>identify and describe common traits that define cultures and culture regions;</i></p> <p>(B) <i>define a multicultural society;</i></p> <p>(C) <i>analyze the experiences and contributions of diverse groups to multicultural societies; and</i></p> <p>6.14 Culture. <i>The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</i></p> <p>(A) <i>identify institutions basic to all societies, including government, economic, educational, and religious institutions;</i></p> <p>(B) <i>compare characteristics of institutions in various contemporary societies; and</i></p> <p>(C) <i>analyze the efforts and activities institutions use to sustain themselves over time.</i></p>
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<p>Geography</p>	<p>Trace connections between places like shared tectonic plates, river systems, wind currents, vegetation regions, animal species, trade routes, money systems, commuter routes, effects of migration and immigration, communications, diffusion of ideas, technology, similar law systems, etc.</p> <p>Ask and answer geographic questions like:</p> <ul style="list-style-type: none"> • How is the place linked to other places? Ex: regions • How do people, ideas, goods, technology, animals, etc. move from one place to another? <p>Connections Skills:</p> <ul style="list-style-type: none"> • Define and identify functional regions like trade routes, transportation routes, etc. • Identify and explain how things change as you move from one place to another. • Identify and explain the influence places have on their neighbors, including through cultural diffusion, trade, immigration, etc. 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The suggested theme of connections corresponds to the current geography standards listed on the right.</p> <p>We felt the content of 6.15 was most similar to that of this geography strand.</p>	<p>6.3 Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for patterns of population in places and regions;</p> <p>(B) explain ways in which human migration influences the character of places and regions;</p> <p>6.4 Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p>(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.</p> <p>6.5 Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p>
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			<p>(A) describe ways people have been impacted by physical processes such as earthquakes and climate;</p> <p>(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.</p> <p><i>6.15 Culture. The student understands relationships that exist among world cultures. The student is expected to:</i></p> <p><i>(A) identify and describe means of cultural diffusion such as trade, travel, and war;</i></p> <p><i>(B) identify and describe factors that influence cultural change such as improvements in communication, transportation, and economic development;</i></p> <p><i>(C) analyze the impact of improved communication technology among cultures; and</i></p> <p><i>(D) identify the impact of cultural diffusion on individuals and world societies.</i></p>
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**7th Grade
Texas History with U.S. Connections**

First and fourth grade with the Texas focus, as well as, second and fifth grade with the US focus laid the foundations of this course facilitating the increased rigor of seventh grade Texas history with the U.S. connections.

Strand	Enhanced Content	Notes/Comments	Current Standards
<p>History</p>	<p>Understand the traditional historical points of reference in Texas History in relation to traditional points of reference in US History.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Students will gain a deeper understanding of Texas' roles and experiences as part of US History.</p>	<p>7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and</p> <p>(B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.</p>

<p>History</p>	<p>Compare American Indian groups in TX to Colonial US-American Indian and their influence on the loss of Spanish, French, and English control in North America.</p> <p>Compare eras of colonization in the US and TX.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Students will be able to make both chronological and conceptual connections between US and Texas history by having a separate Texas History course that is strategically aligned to US History content and concepts.</p>	<p>7.2 History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:</p> <p>(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;</p> <p>(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca, the search for gold, and the conflicting territorial claims between France and Spain;</p> <p>(C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, Antonio Margil de Jesús, and Francisco Hidalgo;</p> <p>(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the</p>

			<p>State Colonization Law of 1825, and slavery;</p> <p>(E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and</p> <p>(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.</p>
History	<p>Compare the TX Revolution to the American Revolution.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for the concepts of revolutions in Texas and the US.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>7.3 History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;</p> <p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and</p> <p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, William B. Travis's letter "To the People of Texas and All Americans in</p>

			the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836; Fannin's surrender at Goliad; and the Battle of San Jacinto.
History	Analyze the US Annexation of TX, including its connection to Manifest Destiny and the way it contributed to issues of sectionalism.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for student understanding of the era of sectionalism and Manifest Destiny.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>7.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:</p> <p>(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;</p> <p>(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and</p> <p>(C) identify individuals, events, and issues during early Texas statehood, including the U.S.- Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.</p>
History	Compare the Civil War and Reconstruction in TX and the US.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>7.5 History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:</p>

		<p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for student understanding of the era of the Civil War and Reconstruction.</p>	<p>(A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War; (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and (C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.</p>
<p>History</p>	<ul style="list-style-type: none"> ● Explain TX role and experience in the Gilded Age (Galveston) ● Explain TX role and experience in Progressive Reforms. ● Explain TX role and experience in the Great Depression. ● Explain TX role and experience in World War II. ● Explain TX role and experience in the Civil Rights Movement. ● Explain TX role and experience in the Cold War (Space Race/NASA). ● Explain TX role and experience in the events of the late 20th and early 21st centuries. 	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Era titles align with the US History Eras for content covered by both 8th grade and high school US History standards. This is NOT intended to be an in-depth teaching of each era, but rather laying the groundwork for further study and providing context as well as vertical alignment.</p>	<p>7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:</p> <p>(A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker; (B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life; (C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg; and (D) explain the political, economic, and social impact of the agricultural industry and the development of West</p>

			Texas resulting from the close of the frontier
History	<p>Explain TX role and experience in the Roaring 20s</p> <p>Explain TX role and experience in World War I.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Era titles align with the US History Eras for content covered by both 8th grade and high school US History standards. This is NOT intended to be an in-depth teaching of each era, but rather laying the groundwork for further study and providing context as well as vertical alignment.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries.</p> <p>The student is expected to:</p> <p>(A) explain how the oil industry led to the industrialization of Texas;</p> <p>(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;</p> <p>(C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;</p> <p>(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and</p> <p>(E) analyze the political, economic, and social impact of World War I, the</p>

			Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.
Civics/ Government	<p>Compare TX and US: Declaration of Independence and Constitutions including Bill of Rights; focus on the development of documents and constitutional principles.</p> <p>Compare TX and US structures of government and the role of each level in federalism.</p> <p>Describe the importance of free speech and press in a democratic society.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for student understanding of the founding documents, the principles of the Constitution, and the rights protected by the Bill of Rights.</p>	<p>7.13 Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p> <p>(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p>
Civics/ Government	<p>Compare major sources of revenue for national, state, and local governments.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for student understanding of taxation and government sources of revenue.</p>	<p>7.14 Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:</p> <p>(A) describe the structure and functions of government at municipal, county, and state levels; and</p> <p>(B) identify major sources of revenue for state and local governments such as property taxes, sales taxes, bonds, and fees.</p>

	<p>Explain the civic rights and responsibilities of Texans and U.S. citizens.</p> <p>Explain civic engagement in community activities and decision-making.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a stronger foundation for student understanding of the rights and responsibilities of citizens as well as civic engagement.</p>	<p>7.15 Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:</p> <p>(A) explain rights of Texas citizens; and</p> <p>(B) explain civic responsibilities of Texas citizens and the importance of civic participation.</p>
<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>7.16 Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:</p> <p>(A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and</p> <p>(B) describe the importance of free speech and press in a democratic society.</p>
<p>Civics/ Government</p>	<p>Identify leadership qualities of elected and appointed leaders of Texas and the United States.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 5th grade lays a</p>	<p>7.17 Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including</p>

		<p>stronger foundation for student understanding of the leadership qualities of elected and appointed leaders of Texas and the U.S.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p>	<p>Texans who have been president of the United States; and</p> <p>(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.</p>
Economics	<p>Compare the economic factors and the development of major industries that led to the urbanization of Texas and the U.S.</p> <p>Compare TX and the U.S.: industrialization and urbanization after the Civil War.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 4th and 5th grade lays a stronger foundation for student understanding of the economic similarities between the U.S. and Texas.</p>	<p>7.11 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:</p> <p>(A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and</p> <p>(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.</p>
Economics	<p>Compare TX and the U.S. Oil Boom.</p> <p>Compare TX and the U.S. Dust Bowl and Great Depression.</p> <p>Compare TX and the U.S. Global Trade, Boom and Bust Cycles.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Enhanced comparison building on what students learned from 4th and 5th grade lays a stronger</p>	<p>7.12 Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:</p> <p>(A) explain the impact of national and international markets on the production of goods and services in</p>

		<p>foundation for student understanding of the economic similarities between the U.S. and Texas.</p>	<p>Texas, including agriculture and oil and gas; (B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and (C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.</p>
Economics		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>7.19 was moved to the economics strand because we believe the content fits best here.</p>	<p><i>7.19 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:</i></p> <p><i>(A) compare types and uses of technology, past and present;</i></p> <p><i>(B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;</i></p> <p><i>(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;</i></p>

			<p><i>(D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and</i></p> <p><i>(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.</i></p>
Geography	<p>Compare physical features and regions in Texas and the U.S.</p> <p>Explain ways in which geographic factors that have affected the political, economic, and social development of Texas such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have also affected the U.S.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Texas naturally fits within the larger context of the US Physical Geography. Providing this comparison will allow for a better understanding of geographical regions.</p> <p>Comparing Texas with the United States through specific events such as hurricanes, the dust bowl, and management of water and energy resources allows the students to build from micro thinking of geography to macro thinking.</p>	<p>7.8 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:</p> <p>(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;</p> <p>(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and</p> <p>(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</p>

		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>7.9 Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:</p> <p>(A) identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications; and</p> <p>(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.</p>
<p>Geography</p>	<p>Compare contributions of different groups on the development of state and national culture.</p> <p>Compare ways that immigration and population change have affected Texas and the United States.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Comparing the contributions of different groups on the development of the culture of Texas and the culture of the U.S. will highlight the roles of diverse groups on a larger scale. This comparison will also highlight the unique culture of our state.</p> <p>Examining demographic trends over time in both Texas</p>	<p>7.10 Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:</p> <p>(A) identify why immigrant groups came to Texas and where they settled;</p> <p>(B) describe how immigration and migration to Texas have influenced Texas;</p> <p>(C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and</p> <p>(D) analyze the effects of the changing population distribution and</p>

		<p>and the United States will allow students to see patterns develop.</p>	<p>growth in Texas and the additional need for education, health care, and transportation.</p> <p>7.18 Culture. <i>The student understands the concept of diversity within unity in Texas. The student is expected to:</i></p> <p><i>(A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations;</i></p> <p><i>(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;</i></p> <p><i>(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and</i></p> <p><i>(D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.</i></p>
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**8th Grade
U.S. History to 1877**

Second, fifth and seventh grade laid the foundations of this course, facilitating increased rigor of eighth grade U.S. history.

Strand	Enhanced Content	Notes/Comments	Current Standards
<p>History</p>	<p>We recommend keeping 8th grade content focused on the current timeframe so as not to overlap with 11th grade course. Keeping the scope of this course as it is will allow for deeper study of the standards.</p> <p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Due to the enhancements made in grades K-7. We believe that the students and teacher will now be able to focus on the depth and complexity of 8th grade US History. The enhanced version provides a much stronger foundation from prior years and will now be vertically aligned.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>This section of the 8th grade course would be an excellent place to tie directly to the standards already created for all of the Ethnic Studies Courses.</p>	<p>8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: (A) identify the major eras in U.S. history through 1877, including colonization, revolution, creation and ratification of the Constitution, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; and (B) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.</p>

<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>8.2 History. The student understands the causes of exploration and colonization eras. The student is expected to: (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.</p>
<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>8.3 History. The student understands the foundations of representative government in the United States. The student is expected to: (A) explain the reasons for the growth of representative government and institutions during the colonial period; (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.</p>
<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>8.25 was moved to the History strand because we</p>	<p>8.25 <i>Culture. The student understands the impact of religion on the American way of life. The student is expected to:</i> (A) <i>trace the development of religious freedom in the United States;</i></p>

		believe the content fits best here.	<p><i>(B) describe religious influences on social movements, including the impact of the first and second Great Awakenings; and</i></p> <p><i>(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.</i></p>
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>This section of the 8th grade course would be an excellent place to tie directly to the standards already created for all of the Ethnic Studies Courses.</p>	<p>8.4 History. The student understands significant political and economic issues of the revolutionary and Constitutional eras. The student is expected to:</p> <p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;</p> <p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, King George III, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;</p> <p>(C) explain the issues surrounding important events of the American Revolution, including declaring independence; fighting the battles of Lexington and Concord, Saratoga,</p>

			and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise.
History		Unless marked with a strikethrough, we recommend keeping current standards.	8.5 History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to: (A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system; (B) summarize arguments regarding protective tariffs, taxation, and the banking system; (C) explain the origin and development of American political parties; (D) explain the causes, important events, and effects of the War of 1812; (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine; (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and

			(G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
History		Unless marked with a strikethrough, we recommend keeping current standards.	8.6 History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; (B) analyze the westward growth of the nation, including the Louisiana Purchase and Manifest Destiny; and (C) explain the causes and effects of the U.S.-Mexican War and their impact on the United States.
History		Unless marked with a strikethrough, we recommend keeping current standards. 8.24 and 8.26 was moved to the History strand because we believe the content fits best here.	8.24 Culture. <i>The student understands the major reform movements of the 19th century. The student is expected to:</i> (A) <i>describe and evaluate the historical development of the abolitionist movement; and</i> (B) <i>evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, the labor reform movement, and care of the disabled.</i>

			<p>8.26 Culture. <i>The student understands the relationship between the arts and the times during which they were created. The student is expected to:</i></p> <p><i>(A) identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists, the "Battle Hymn of the Republic," and transcendental literature; and</i></p> <p><i>(B) analyze the relationship between the arts and continuity and change in the American way of life.</i></p>
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>8.7 History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:</p> <p>(A) analyze the impact of tariff policies on sections of the United States before the Civil War;</p> <p>(B) compare the effects of political, economic, and social factors on slaves and free blacks;</p> <p>(C) analyze the impact of slavery on different sections of the United States; and</p> <p>(D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.</p>

<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>This section of the 8th grade course would be an excellent place to tie directly to the standards already created for all of the Ethnic Studies Courses.</p>	<p>8.8 History. The student understands individuals, issues, and events of the Civil War.</p> <p>The student is expected to:</p> <p>(A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;</p> <p>(B) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;</p> <p>(C) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and</p> <p>(D) analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.</p>
<p>History</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p>	<p>8.9 History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:</p>

		<p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>This section of the 8th grade course would be an excellent place to tie directly to the standards already created for all of the Ethnic Studies Courses.</p>	<p>(A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;</p> <p>(B) explain the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and</p> <p>(C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups.</p>
History		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>8.23 was moved to the History strand because we believe the content fits here best.</p> <p>Individuals listed should include representation from all perspectives that existed at the time being studied.</p> <p>This section of the 8th grade course would be an excellent place to tie directly to the standards already created for all of the Ethnic Studies Courses.</p>	<p>8.23 History. <i>The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</i></p> <p><i>(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;</i></p> <p><i>(B) explain how urbanization contributed to conflicts resulting from differences in religion, social class, and political beliefs;</i></p> <p><i>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed;</i></p> <p><i>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and</i></p> <p><i>(E) identify the political, social, and economic contributions of women to American society.</i></p>

<p>Civics/ Government</p>		<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>Additional Commentary:</p> <p>(C) is an important concept, because it encourages students to see the connections between the American Revolution and how it shaped the foundation and structure of our government today.</p> <p>(D) is an extremely important concept, not just in the civics/government strand, but in all of social studies, because it helps students understand the foundational ideas of the Constitution. In Texas history, students identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights. The standards for 8th grade call for greater depth and complexity by requiring students to analyze those same principles. It is spiraled from 7th to 8th grade in the</p>	<p>8.15 Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:</p> <p>(A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government;</p> <p>(B) summarize the strengths and weaknesses of the Articles of Confederation;</p> <p>(C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights;</p> <p>(D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p> <p>(E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.</p>
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		standards currently and should continue to be included in the standards in both grades.	
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	8.16 Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: (A) summarize the purposes for amending the U.S. Constitution; and (B) describe the impact of the 13th, 14th, and 15th amendments.
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	8.17 Government. The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	8.18 Government. The student understands the impact of landmark Supreme Court cases. The student is expected to: (A) identify the origin of judicial review;

			<p>(B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and</p> <p>(C) evaluate the impact of the landmark Supreme Court decision Dred Scott v. Sandford on life in the United States.</p>
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	<p>8.19 Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:</p> <p>(A) define and give examples of unalienable rights;</p> <p>(B) summarize rights guaranteed in the Bill of Rights; and</p> <p>(C) identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries.</p>
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	<p>8.20 Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:</p> <p>(A) evaluate the contributions of the Founding Fathers as models of civic virtue; and</p>

			(B) analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	<p>8.21 Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p> <p>(A) identify different points of view of political parties and interest groups on important historical issues;</p> <p>(B) describe the importance of free speech and press in a constitutional republic; and</p> <p>(C) summarize historical events in which compromise resulted in a resolution such as the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act.</p>
Civics/ Government		Unless marked with a strikethrough, we recommend keeping current standards.	<p>8.22 Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and</p> <p>(B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John</p>

			Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.
Economics	Specify during which “selected times” students should analyze differences among different regions of the U.S., such as during the Colonial Period and the Antebellum Period	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>The enhanced standard for 12 C can guide new teachers on when it is most important to highlight these economic differences.</p>	<p>8.12 Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to:</p> <p>(A) identify economic differences among different regions of the United States;</p> <p>(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and</p> <p>(C) analyze the causes and effects of economic differences among different regions of the United States at selected times.</p>
Economics	(A) analyze the economic effects of the War of 1812 and explain the connection of the War of 1812 to the beginning of the industrial revolution in the U.S.	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>13A was reworded to add an important connection between the War of 1812 and the industrial revolution.</p> <p>8.27 was moved to the economics strand because we believe the content fits better here.</p>	<p>8.13 Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:</p> <p>(A) analyze the economic effects of the War of 1812; and</p> <p>(B) identify the economic factors that brought about rapid industrialization and urbanization.</p> <p>8.27 <i>Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</i></p>

			<p><i>(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;</i></p> <p><i>(B) analyze how technological innovations changed the way goods were manufactured and distributed, nationally and internationally; and</i></p> <p><i>(C) analyze how technological innovations brought about economic growth such as the development of the factory system and the construction of the Transcontinental Railroad.</i></p> <p>8.28 <i>Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</i></p> <p><i>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and</i></p> <p><i>(B) identify examples of how industrialization changed life in the United States.</i></p>
Economics	Take out “through 1877” from 14(B)	<p>Unless marked with a strikethrough, we recommend keeping current standards.</p> <p>14 B was rewritten to clarify that the benefits of the free</p>	<p>8.14 Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:</p> <p>(A) explain why a free enterprise system of economics developed in the</p>

		enterprise system did not end in 1877.	new nation, including minimal government regulation, taxation, and property rights; and (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877.
Geography		Unless marked with a strikethrough, we recommend keeping current standards.	8.10 Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries; (B) compare places and regions of the United States in terms of physical and human characteristics; and (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.
Geography		Unless marked with a strikethrough, we recommend keeping current standards. Additional Commentary:	8.11 Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to: (A) analyze how physical characteristics of the environment

		Keeping the verbiage in (A) is important so that students understand the impact of geography on the population and economy of an area- we worry that this idea will get lost if the TEKS are organized purely historically	influenced population distribution, settlement patterns, and economic activities in the United States; and (B) describe the positive and negative consequences of human modification of the physical environment of the United States.
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