

	A	B	C	D
1	Citation	Original	Rationale	Amendments
2	<u>KS K.4</u>	<u>The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).</u>	STREAMLINING/ Move to K.5(D)	<u>(4) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).</u>
3	<u>K.5(B)</u>	<u>explain that the Pilgrims were people from England who came to America seeking religious freedom, political freedom, to advance the Christian faith, and to work together to build a community (H, G/Civ, Geo/C, S); and</u>	CLARITY	<u>(B) explain that the Pilgrims were people from England who came to America seeking religious freedom to advance practice and share their Christian faith, political freedom, to advance the Christian faith, make choices about their government, and to work together to build a community (H, G/Civ, Geo/C, S); and</u>
4	<u>K.5(C)</u>	<u>explain that the Mayflower Compact was an agreement to work together, choose leaders, and follow rules, based on Christian values, for the good of the community (H, G/Civ, Geo/C, S).</u>	CLARITY/ BREAK OUTS	<u>(C) explain that the Mayflower Compact was an agreement based on Christian values to work together, to choose leaders, and to follow rules based on Christian values for the good of the community (H, G/Civ, Geo/C, S).</u>
5	<u>K.5(D)</u>	<u>(4) The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).</u>	MOVED FROM KS 4/ STREAMLINING	<u>The Plymouth Colony. The student understands important locations for the Plymouth Colony. The student is expected to locate on a map, with adult assistance, England and Massachusetts (Geo/C, S).</u>
6	<u>K.7(A)</u>	<u>identify, with adult assistance, an image of George Washington in primary sources (S);</u>	SPECIFICITY/ CONFORMING EDIT	<u>(A) identify, with adult assistance, an image portrait of George Washington in as a primary sources and describe details in the portrait that tell about who George Washington was and the time period in which he lived (S);</u>
7	<u>K.7(D)</u>	<u>explain, with adult assistance, why George Washington is called the Father of Our Country (H, G/Civ, S); and</u>	SPECIFICITY	<u>(D) explain, with adult assistance, why George Washington is called the Father of Our Country including his role in uniting the nation and as the first president of the United States (H, G/Civ, S); and</u>

	A	B	C	D
8	<u>K.8(A) and (B)</u>	<u>identify, with adult assistance, and sort pictures of goods and services (G/Civ, E, S);</u>	SPECIFICITY	(A) identify, with adult assistance, and sort pictures of goods, <u>including food, clothing, and shelter</u> (G/Civ, E, S); (B) identify, with adult assistance, and sort pictures of services, <u>including a teacher teaching students, a doctor caring for patients, and a worker building homes</u> (G/Civ, E, S)
9	<u>K.8(C) and (D)</u>	<u>identify, with adult assistance, and sort pictures of wants and needs (G/Civ, E, S);</u>	SPECIFICITY	(C) (B) identify, with adult assistance and sort pictures of wants, <u>and needs including toys, games, and desserts</u> (G/Civ, E, S); (D) (B) identify, with adult assistance and sort pictures of <u>wants and needs, including food, water, clothing, and shelter</u> (G/Civ, E, S);
10	<u>K.8(E)</u>	<u>describe how people choose what goods and services to buy (G/Civ, E, S).</u>	SPECIFICITY/SEQUENCE	(E) (D) describe how people choose which goods and services to buy, <u>including important family decisions to purchase food and water as a need instead of toys and snacks as wants</u> (G/Civ, E, S).
11	<u>K.9(B)</u>	<u>recognize "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).</u>	MEASURABLE VERB	(B) recognize <u>identify</u> "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).
12	<u>K.11(E)</u>	<u>identify the Constitution as the most important rule book in our country, protecting liberties, rights, and freedoms for Americans (G/Civ, S).</u>	AGE-APPROPRIATE/BREAK OUTS	(E) <u>identify the Constitution as the most important rule book in our country, protecting</u> liberties, rights, and freedoms for Americans (G/Civ, S).
13	<u>K.12(A)</u>	<u>retell, with adult assistance using pictures and a map, the story about Father Damián Massanet, a priest who came to Texas to help people and build churches, called missions, and teach Christianity to American Indians (H, Geo/C, S);</u>	BREAK OUTS/ CONFORMING EDIT	(A) retell, with adult assistance using pictures and a map, the story about Father Damián Massanet, a priest who came to Texas to help people, and build churches, called missions, and teach Christianity to American Indians (H, Geo/C, S);

	A	B	C	D
14	K.12(B)	<u>retell, with adult assistance using pictures and a map, the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers to Texas (H, Geo/C, S); and</u>	SPECIFICITY/ BREAK OUTS	(B) retell, with adult assistance using pictures and a map, the story about Tejano leader José Antonio Navarro that describes how he welcomed settlers <u>to present day San Antonio Texas (H, Geo/C, S); and</u>
15	K.12(C)	<u>retell, with adult assistance using pictures and a map, the story about Sam Houston that describes his leadership role in Texas independence from Mexico (H, Geo/C, S).</u>	SPECIFICITY/ BREAK OUTS	(C) retell, with adult assistance using pictures and a map, the story about Sam Houston that describes his leadership role in Texas independence from Mexico, <u>including his role as a general (H, Geo/C, S).</u>
16	K.13(D)	<u>recognize the state song "Texas, Our Texas" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag with hand over heart, as physically able (G/Civ, S).</u>	AGE-APPROPRIATE/BREAK OUTS	(D) recognize <u>recite</u> the state song "Texas, Our Texas" <u>including the first verse and refrain, identify the song from the melody, and demonstrate</u> when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag with hand over heart, as physically able (G/Civ, S).
17	K.14(C)	<u>explain why community helpers are important to the community (G/Civ, S);</u>	REDUNDANT	(C) explain why community helpers are important to the community (G/Civ, S);
18	K.14(D)	<u>identify ways people honor community helpers by saying thank you, celebrating holidays, including Memorial Day and Veterans Day, and showing respect for uniforms, symbols, and service (G/Civ, S); and</u>	CLARITY/ BREAK OUTS	(D) identify ways people honor community-helpers members of the military on by saying thank you, celebrating holidays, including Memorial Day and Veterans Day, <u>including saying thank your for your service, attending parades, and flying the American flag and showing respect for uniforms, symbols, and service</u> (G/Civ, S); and

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19	K.15(A)	<u>retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin that highlights contributions as an inventor, including the invention of Franklin stove, and as a business owner (H, G/Civ, S); and</u>	STREAMLINING	<u>retell, with adult assistance using sequential terms, before, after, next, first, or last, the story of Benjamin Franklin and his that highlights contributions as an inventor, including the invention of bifocals and the lightening rod the Franklin stove; and as a business owner (H, G/Civ, S); and</u>

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1	Citation	Original	Rationale	Amendments
2	<u>Intro 1(C)</u>	<u>The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources, including oil, contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades."</u>	SPECIFICITY ACCURACY	<u>The course emphasizes free enterprise and economic life by helping students understand how work, jobs, and resources support individuals and communities. Students learn about producers and consumers, goods and services, and how people earn a living as workers, business owners, and community members. They explore how natural resources, including oil and natural gas, contributed to Texas's growth and study innovators and leaders who supported economic development. Throughout Grade 1, students strengthen map skills, historical thinking, and civic understanding, building a foundation for deeper study of Texas and United States history in later grades."</u>
3	<u>1.1(A)</u>	<u>1.A locate on a map and describe, with adult assistance, North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande north, south, east, and west (Geo/C, S); and</u>	CLARITY	locate on a map and describe, with adult assistance, North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande <u>on a map and identify their relative location using cardinal directions</u> north, south, east, and west (Geo/C, S); and
4	<u>1.2(B)</u>	<u>identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking freedom to worship God and advance the Christian faith (G/Civ, Geo/C, S);</u>	HISTORICAL ACCURACY	<u>identify that the Pilgrims crossed the Atlantic Ocean, from Europe to America, seeking economic opportunities, freedom to worship God and to advance the Christian faith (G/Civ, Geo/C, S);</u>
5	<u>1.2(C)</u>	<u>1.2(C) recognize Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);</u>	MEASURABLE VERB	(C) recognize identify Plymouth Rock as a symbol of the Pilgrims' landing (Geo/C, S);
6	<u>1.2(D)</u>	<u>1.2(D) summarize using pictures, with adult assistance, the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C, S);</u>	AGE APPROPRIATE	(D) summarize retell using pictures , with adult assistance, the story of the Plymouth Thanksgiving, including that the Pilgrims gave thanks to God (H, Geo/C, S);

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8	<u>1.3(C)</u>	<u>1.3(C) explain the purpose of a meeting house as a place where people prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);</u>	SPECIFICITY HISTORICAL ACCURACY	(C) explain the purpose of a meeting house as a place where people Pilgrims prayed, held church services, talked about community needs, voted on community matters, and chose leaders (H, G/Civ, S);
9	<u>1.3(D)</u>	<u>1.3(D) use voting as a method for decision making and recognize that this method was also used by Pilgrims (G/Civ, S); and</u>	MEASURABLE VERB	1.3(D) use voting as a method for decision making and recognize identify that this method was also used by Pilgrims (G/Civ, S); and
10	<u>1.3(E)</u>	<u>1.3(E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, G/Civ, S).</u>	REDUNDANT	(E) compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together (H, G/Civ, S).
11	<u>1.4(C)</u>	<u>(C) describe the role that Paul Revere played in alerting the colonists that the British army was coming (H, G/Civ, S);</u>	HISTORICAL ACCURACY	(C) describe the role that Paul Revere, William Dawes, and Samuel Prescott played in alerting the colonists that the British army was coming (H, G/Civ, S);
12	<u>1.4(G)</u>	<u>1.4(G) identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ).</u>	CLARITY	1.4(G) identify Boston and Philadelphia as the locations of the Boston Tea Party and the signing of the Declaration of Independence, respectively (H, G/Civ).
13	<u>1.5(B)</u>	<u>1.5(B) recognize "America the Beautiful" when played aloud (H, Geo/C, S);</u>	PRIMARY SOURCES	(B) <u>recite the first stanza and identify the song from the melody of</u> recognize "America the Beautiful" when played aloud (H, Geo/C, S);
14	<u>1.5(C)</u>	<u>1.5(C) explain the historical development and influences of "America the Beautiful" by Katherine Lee Bates (H, Geo/C, S); and</u>	SPECIFICITY	(C) explain the historical development and influences of <u>meaning of</u> "America the Beautiful" by Katherine Lee Bates <u>including features of America's landscape</u> (H, Geo/C, S); and

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15	<u>1.5(D)</u>	<u>1.5(D) explain the historical significance of Independence Hall and the Liberty Bell in Philadelphia, Pennsylvania, including the signing and first public reading of the Declaration of Independence (H, G/Civ, Geo/C, S).</u>	CLARITY	<u>(D) identify symbols of liberty in Philadelphia, Pennsylvania including the Liberty Bell and Independence Hall (Geo/C, G/Civ);</u>
16	<u>1.5(E) [new]</u>	<u>1.5(H) [new]</u>	HISTORICAL ACCURACY	<u>(E) explain the historical significance of Independence Hall and the Liberty Bell in Philadelphia, Pennsylvania, including the signing and first public reading of the Declaration of Independence (H, G/Civ, Geo/C, S).</u>
17	<u>1.6(A)</u>	<u>1.6(A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th (H, G/Civ, Geo/C, S); and</u>	SPECIFICITY	<u>(A) identify July 4, 1776, as the date of American Independence and describe how people today celebrate July 4th including attending parades and watching fireworks displays (H, G/Civ, Geo/C, S); and</u>
18	<u>1.7(A)</u>	<u>1.7(A) describe the Comanche as a nomadic tribe (H, Geo/C, S);</u>	REDUNDANT	<u>(A) describe the Comanche as a nomadic tribe (H, Geo/C, S);</u>
19	<u>1.8(B)</u>	<u>1.8(B) explain that American Indians and the Spanish lived together in missions, resulting in a blending of cultures (H, Geo/C, S); and</u>	SPECIFICITY	<u>(B) explain that American Indians and the Spanish lived together in missions, resulting in a blending of cultures including food, clothing, and languages (H, Geo/C, S); and</u>
20	<u>1.8(C)</u>	<u>1.8(C) retell the story of Antonio de Olivares and the mission that became the Alamo (H, Geo/C, S).</u>	SPECIFICITY	<u>(C) retell the story of about Antonio de Olivares and founding the mission near the San Antonio River that became the Alamo (H, Geo/C, S).</u>

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21	<u>1.10(B)</u>	<u>1.10(B) identify the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S).</u>	AGE APPROPRIATE	(B) <u>recite the first 4 stanzas from and identify from the melody</u> identify the song "Deep in the Heart of Texas" when played aloud which describes the geography of Texas (H, Geo/C, S).
22	<u>1.11(A)</u>	<u>1.11(A) recognize slavery as taking away people's freedom and forcing them to work without pay and in unfair and harmful conditions (H, S);</u>	MEASURABLE VERB	(A) recognize <u>identify</u> -slavery as taking away people's freedom and forcing them to work without pay and in unfair and harmful conditions (H, S);
23	<u>1.11(B)</u>	<u>identify that Africans were enslaved in the United States because of the color of their skin (H);</u>	CLARITY/HISTORICAL ACCURACY	(B) identify that Africans were transported and enslaved against their will to the the Americas in the United States beacause of the color of their skin (H);
24	<u>1.11(C)</u>	<u>describe how the country was divided over different views of slavery which led to the Civil War (H, S);</u>	CLARITY	(C) <u>describe how the country was divided over different views</u> of on slavery, <u>including people who supported slavery and people who did not</u> , which led to the Civil War (H, S);
25	<u>1.11(D)</u>	<u>retell, with adult assistance, stories of Abraham Lincoln using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);</u>	HISTORICAL ACCURACY/ CLARITY	(D) <u>retell, with adult assistance, stories events of Abraham Lincoln's life</u> using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
26	<u>1.11(G)</u>	<u>explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has served as an inspiration for many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).</u>	STREAMLINING	<u>explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has served as an inspiration for many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).</u>

	A	B	C	E
27	<u>1.12(A)</u>	<u>identify Dr. Opal Lee as the Honorary Grandmother of Juneteenth for her contributions of advocating for Juneteenth to become a national holiday (H, Geo/C, S); and</u>	HISTORICAL ACCURACY	(A) identify Dr. Opal Lee as the Honorary Grandmother of Juneteenth for her contributions of advocating for Juneteenth to become a national holiday (H, Geo/C, S); and
28	<u>1.12(A)</u>	<u>Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to:</u>	STREAMLINING/ COMBINED (A) AND (B) INTO (A)	<u>1.12(A) Abraham Lincoln and the Civil War. The student understands the importance of Juneteenth. The student is expected to identify Juneteenth as a national holiday and Dr. Opal Lee as the Grandmother of Juneteenth.</u>
29	<u>1.12(B)</u>	<u>identify Juneteenth as a national holiday occurring on June 19th that celebrates when enslaved people in Texas learned they were free (H, Geo/C, S).</u>	STREAMLINING/ SEE 1.12(A)	(B) identify Juneteenth as a national holiday occurring on June 19th that celebrates when enslaved people in Texas learned they were free (H, Geo/C, S);
30	<u>1.13(D)</u>	<u>describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with land and oil projects, showing courage and skill (H, E, S); and</u>	HISTORICAL ACCURACY	<u>describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with measure land and oil and help plan water and drainage projects, showing courage and skill for farmers and communities (H, E, S); and</u>
31	<u>1.13(F)[new]</u>	13(F)[new]	CLARITY	<u>describe H.L. Hunt as a wildcatter and speculator who wokred in Texas to develop land and oil projects, showing courage and skill (H,E);</u>
32	<u>1.14(B)</u>	<u>1.14(B) identify that people in the community are considered consumers when they buy food from the grocery store (G/Civ, E);</u>	SPECIFICITY	<u>(B) identify that people in the community are considered consumers including when they buy food from the grocery store (G/Civ, E);</u>
33	<u>1.14(C)</u>	<u>1.14(C) explain how people in the community trade goods and services (G/Civ, E);</u>	SPECIFICITY	<u>(C) explain how people in the community trade goods and services to meet needs and wants(G/Civ, E);</u>

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34	<u>1.14(D)</u>	<u>1.14(D) explain why people have jobs (G/Civ, E, S);</u>	SPECIFICITY	<u>(D) explain why people have jobs including to earn money, care for the family, and contribute to the community(G/Civ, E, S);</u>
35	<u>1.14(E)</u>	<u>1.14(E) describe how working helps individuals and the community (G/Civ, E, S);</u>	REDUNDANT	(E) describe how working helps individuals and the community (G/Civ, E, S);
36	<u>1.14(F)</u>	<u>1.14(F)identify jobs in the local community (G/Civ, Geo/C, S);</u>	SPECIFICITY	<u>(F) identify jobs in the local community including teacher, business owner, and truck driver (G/Civ, Geo/C, S);</u>
37	<u>1.14(G)</u>	<u>1.14(G) describe ways people work by making products or providing services (G/Civ, E, S); and</u>	REDUNDANT	(G) describe ways people work by making products or providing services (G/Civ, E, S); and
38	<u>1.14(H)</u>	<u>1.14(H) describe ways people work as business owners or employees (G/Civ, E, S).</u>	REDUNDANT	(H) describe ways people work as business owners or employees (G/Civ, E, S);
39	<u>1.15(A)</u>	<u>1.15(A) identify racial segregation as keeping people apart based on the color of their skin (G/Civ, Geo/C);</u>	REDUNDANT	1.15(A) identify racial segregation as keeping people apart based on the color of their skin (G/Civ, Geo/C);

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2	2.2(B)	<u>identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);</u>	VERB	<u>identify the Clovis in North America as one of the first known civilizations, and describe archeological evidence that shows the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);</u>
5	2.2(F)	<u>identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and</u>	HISTORICAL ACCURACY/ BREAK OUTS	<u>identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and</u>
6	2.2(G)	<u>identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).</u>	CLARITY	<u>2(G)identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and Egypt other Nile River Valley civilizations, and understand contributions to trade along the Nile River, art, and agriculture irrigation, and the tradition of oral history (H, G/Civ, Geo/C, E, S).</u>
7	<u>2.2(H) [new]</u>	<u>2.2(H) [new]</u>	CLARITY	<u>2(H) identify contributions from ancient African Kingdoms including art, trade and irrigation (H, Geo/C, E).</u>
8	<u>2.4(D) [new]</u>	<u>2.4(D) [new]</u>	PRIMARY SOURCE	<u>recite the phrase from the Declaration of Independence "We hold these truths to be self-evident, that all men are created equal" and identify the phrase as coming from the Declaration (H, G/Civ)</u>
9	2.5(A)	<u>explain the importance of Patrick Henry's famous statement, "Give me liberty, or give me death!" (H, G/Civ, Geo/C, S);</u>	PRIMARY SOURCE/ SPECIFICITY	<u>explain the importance of identify Patrick Henry's famous statement, "Give me liberty, or give me death!" as words spoken by Patrick Henry in support of independence (H, G/Civ, Geo/C, S);</u>

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10	<u>2.5(D)</u>	<u>identify George Washington as the leader and General of the American Army (H, G/Civ, S);</u>	STREAMLINING	identify George Washington as the leader and General of the American Army (H, G/Civ, S);
11	<u>2.6(B)</u>	<u>explain that rule of law means everyone must follow the same rules to keep society fair and safe (G/Civ);</u>	HISTORICAL ACCURACY	<u>explain that rule of law means everyone, including leaders, must follow the same rules to keep society fair and safe (G/Civ);</u>
12	<u>2.6(E)</u>	<u>explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S); and</u>	BREAK OUTS	<u>explain that the Bill of Rights are amendments to the Constitution that protect liberties and freedoms, including speech and religion (H, G/Civ, S); and</u>
13	<u>2.6(F)</u>	<u>describe the story of the Constitutional Convention using pictures and explain how these sources help people learn about the past (S).</u>	SPECIFICITY	describe the story of the Constitutional Convention using pictures, including James Madison and the debates to decide what kind of government the United States would have and explain how these sources help people learn about the past (S)(H).
14	<u>2.7(B)</u>	<u>retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);</u>	SPECIFICITY	<u>retell the story of Francis Scott Key writing who wrote the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);</u>
15	<u>2.8(H)</u>	<u>explain that the phrase "Remember Goliad!" motivated Texian resolve for the final battle at San Jacinto (H)</u>	HISTORICAL ACCURACY	<u>explain that the phrase "Remember the Alamo Goliad!" motivated Texian resolve for the Texas Revolution final battle at San Jacinto (H)</u>
16	<u>KS 2(9)</u>	<u>Texas as a Land of Opportunity. The student understands that people came to Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:</u>	STREAMLINING	<u>Texas as a Land of Opportunity. The student understands that people came to America and Texas seeking freedom, safety, and opportunity for a better life. The student is expected to:</u>
17	<u>2.9(A)</u>	<u>explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);</u>	SPECIFICITY	<u>explain how Tejano ranching and farming helped shape the community culture during the Spanish and Mexican Texas era, including vaquero skills and irrigation through acequias (H, Geo/C, E, S);</u>

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18	2.9(D)	<u>retell the story of how Irish immigrants in the mid-1800s contributed to agriculture and rural communities as Texas continued to grow (H, Geo/C, E, S);</u>	SPECIFICITY	<u>retell the story of how Irish immigrants in the mid-1800s contributed to agriculture and rural communities- railroads as America and Texas continued to grow (H, Geo/C, E, S);</u>
19	2.9(G) [new]	2.9(G) [new]	PRIMARY SOURCE	<u>recite the first verse and identify the song from the melody of "This Land is Your Land" (Geo/C)</u>
20	KS 2.10 2.10(A)[new]	<u>Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).</u>	CLARITY/ CREATE NEW SE (A)	<u>Texas as a Land of Opportunity. The student practices good citizenship by volunteering, voting, and celebrating patriotic holidays. The student is expected to: (A) use voting as a method for decision making and recognize that voting is a right, responsibility, and privilege of American citizenship (H, G/Civ).</u>
21	2.11(B)	<u>identify the Union as states who remained in the United States (H, G/Civ, Geo/C, S);</u>	STREAMLINING/ MOVED FROM 2.11(C)	<u>identify the Union and Confederacy as the two sides of the Civil War as states who remained in the United States (H, G/Civ, Geo/C, S);</u>
22	2.11(C)	<u>identify the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);</u>	STREAMLINING/ MOVED TO 2.11(B)	<u>identify the Confederacy as southern states that left the United States because they wanted states to make their own rules, including to keep slavery (H, G/Civ, Geo/C, E, S);</u>
23	2.11(D)	<u>identify, with adult assistance, the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);</u>	STREAMLINING/ CONFORMING EDIT	<u>identify, with adult assistance, the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);</u>
24	2.11(G)	<u>explain that Abraham Lincoln was the president who worked to preserve the Union and to end slavery (H, G/Civ, S);</u>	PRIMARY SOURCE	<u>explain that Abraham Lincoln was the president who worked to preserve the Union and to end slavery, and recite and explain the meaning of "Four score and seven years ago" (H, G/Civ, S);</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	<u>3.1(B)</u>	<u>describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);</u>	REDUNDANT	describe hunter-gatherer societies as early people who lived in small groups that obtained food by hunting animals and gathering plants (H, Geo/C);-
3	<u>3.1(D) [new]</u>	<u>3.1D [new]</u>	STREAMLINE	<u>describe the transition from hunting and gathering to gardening and farming that produced a more stable food supply, less scarcity, and allowed civilizations to develop (H, Geo/C, E);</u>
4	<u>3.2(B)</u>	<u>describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);</u>	REDUNDANT	describe the transition from hunting and gathering to gardening and farming in early civilizations (H, Geo/C);
5	<u>3.2(C)</u>	<u>explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);</u>	REDUNDANT	explain how producing food led to a more stable food supply and fewer issues with scarcity (H, Geo/C, E);-
6	<u>3.2(E)</u>	<u>describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);</u>	REDUNDANT	describe how access to animals, plants, and stone resources supported hunting and tool-making in the Clovis culture (H, Geo/C);-
7	<u>3.2(F)</u>	<u>locate on a map the Poverty Point civilization and describe the civilization as an early culture of people that traveled along the Ohio and Mississippi rivers (H, Geo/C, E, S);</u>	STREAMLINE	<u>locate on a map the Poverty Point civilization and describe the civilization as an early culture of people that traveled and traded goods along the Ohio and Mississippi rivers (H, Geo/C, E, S);</u>

	A	B	C	E
8	<u>3.2(G)</u>	<u>explain how artifacts, including copper and seashells, found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);</u>	REDUNDANT	explain how artifacts, including copper and seashells, found far from Louisiana show that Poverty Point people traded over long distances to obtain scarce and valuable goods (H, Geo/C, E);
9	<u>3.3(C)</u>	<u>explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and</u>	REDUNDANT	explain that artifacts found at the Gault site include flint spear points used for hunting large animals (H, Geo/C); and
10	<u>3.4(B)</u>	<u>explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);</u>	REDUNDANT	explain how geographical features, including rivers, plains, deserts, and coasts, influenced where people chose to settle in the past (H, Geo/C);
11	<u>3.4(G)</u>	<u>compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and</u>	BREAK OUTS	compare systems of leadership or political organization between Caddo chiefs, Karankawa family leaders, Coahuiltecan bands, and Ancestral Pueblo councils (H, G/Civ, Geo/C); and
14	<u>3.6(D)</u>	<u>identify the influence of the Greek alphabet on the English alphabet (H, Geo/C);</u>	HISTORICAL ACCURACY	identify the influence of the Greek <u>language</u> alphabet on the English <u>vocabulary</u> alphabet (H, Geo/C);
15	<u>3.6(F)</u>	<u>describe ancient Greek polytheistic religious beliefs and how Greek myths were used to explain the world and daily life (H, Geo/C);</u>	SPECIFICITY	describe <u>that the</u> ancient Greeks <u>had</u> polytheistic religious beliefs and how Greek myths were used to explain the world and daily life <u>including weather</u> (H, Geo/C);

	A	B	C	E
16	<u>3.6(K)</u>	<u>describe Greek ideas about citizenship, liberty, and responsibilities and explain how these ideas influence rights, including voting, and duties of citizens in America and Texas today (H, G/Civ, Geo/C); and</u>	BREAK OUTS	<u>describe Greek ideas about citizenship, liberty, and responsibilities, <u>including voting</u> and explain how these ideas influence rights, <u>including voting, and</u> duties of citizens in America and Texas today (H, G/Civ, Geo/C); and</u>
17	<u>3.6(L)</u>	<u>explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).</u>	BREAK OUTS	<u>explain Greek ideas about the rule of law, including separation of powers, following rules, and serving on juries, and compare these ideas to laws and government in America and Texas today (H, G/Civ, Geo/C).</u>
18	<u>3.7(C)</u>	<u>explain how ideas from Ancient Rome, including written laws and representative government, influenced the United States Constitution(H, G/Civ);</u>	REDUNDANT	<u>explain how <u>republican</u> ideas from Ancient Rome, including written laws and representative government <u>with a senate</u>, influenced the United States Constitution and Texas (H, G/Civ);</u>
19	<u>3.7(G)</u>	<u>explain the Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);</u>	SPECIFICITY	<u>explain the <u>meaning and signifance of the</u> Latin phrase E Pluribus Unum that is used on U.S. currency, coins, the presidential seal, and government buildings (H, Geo/C);</u>
20	<u>3.7(H)</u>	<u>identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and</u>	REDUNDANT	<u>identify the Roman contribution of republicanism as the form of government used in America and Texas (H, G/Civ, Geo/C); and</u>

	A	B	C	E
21	3.8 (F)	<u>identify that the Jewish diaspora occurred when the Romans forced many Jewish people to leave their homeland and settle in other parts of the world, including by the Romans (H, Geo/C).</u>	HISTORICAL ACCURACY	<u>identify that the Jewish diaspora occurred when the Romans forced many Jewish people were forced to leave their homeland and settle in other parts of the world, including by the Romans (H, Geo/C).</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	<u>4.1(A)</u>	<u>4.1(A) locate on a map the Alps and Pyrenees mountains, Israel, the North Sea, Germany, Spain, Portugal, and the United Kingdom (H, Geo/C, S);</u>	SPECIFICITY	<u>locate on a map the Alps and Pyrenees mountains, Israel, the North Sea, Germany, Spain, Portugal, France, and the United Kingdom (H, Geo/C, S);</u>
3	<u>4.1(B)</u>	<u>4.1(B) identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages (H, Geo/C);</u>	SPECIFICITY	<u>identify the Catholic Church and the Pope as important institutions in Europe during the Middle Ages including teaching people what the Bible meant when many could not read and influencing kings and leaders (H, Geo/C);</u>
4	<u>4.1(D)</u>	<u>4.1.D identify monasteries as centers of learning and knowledge preservation during the Middle Ages that served local communities (H, Geo/C); and</u>	STREAMLINING	<u>identify how monasteries as centers of learning and knowledge preservation during the Middle Ages that served local communities (H, Geo/C); and</u>
5	<u>4.1(E)</u>	<u>4.1.(E) explain how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C).</u>	MEASUREABLE VERB	<u>explain describe how monks preserved important Greek and Roman texts and the Bible during the Middle Ages by copying them by hand and how this knowledge later influenced the ideas of the American founders (H, Geo/C).</u>
6	<u>4.2(D)</u>	<u>identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);</u>	CHRONOLOGY/ MOVE FROM 4.7(A)	<u>identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged and identify Marco Polo as an important explorer (H, Geo/C, E);</u>
7	<u>4.3(F)</u>	<u>4.3.F describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping respectful treatment of others (H, Geo/C);</u>	CLARITY	<u>describe chivalry as a code of honor for knights that emphasized courage, loyalty, and helping respectful treatment of others (H, Geo/C);</u>

	A	B	C	E
8	4.3(J)	4.3(J) <u>explain that the Magna Carta, created in 1215 in England, drafted by the Archbishop of Canterbury, was the first document that limited the power of the king and protected individual rights, based on Christian beliefs (H, G/Civ, Geo/C);</u>	SPECIFICITY HISTORICAL ACCURACY	<u>explain that the Magna Carta, created in 1215 in England, drafted by with the help of the Archbishop of Canterbury, was the first document that limited the power of the king and reflected Christian ideas about justice and English legal traditions protected individual rights, based on Christian beliefs (H, G/Civ, Geo/C);</u>
9	4.4(A)	4.4(A) <u>locate on a map the Americas, Andes Mountains, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, Rio Grande, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea (H, Geo/C, S);</u>	SPECIFICITY HISTORICAL ACCURACY	<u>locate on a map the Americas, Andes Mountains, Appalachian Mountains, Rocky Mountains, Great Lakes, Amazon River, Texcoco Lake, Mississippi River, Rio Grande, Mexico, Texas, the Yucatan Peninsula, and the Caribbean Sea (H, Geo/C, S);</u>
10	4.4(C)	4.4(C) <u>(C) describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);</u>	STREAMLINING	<u>(C) describe the Cahokia and their urban centers, mound-building practices, and extensive trade networks across the eastern United States as a significant part of Mississippian culture, growth, and change (H, Geo/C, E);</u>
11	4.4(H)	4.4(H) <u>explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).</u>	HISTORICAL ACCURACY	<u>explain the influence of Mesoamerican cultural heritage on Texas culture, including corn tortillas and tamales, musical traditions, including cumbia, and community traditions centered on family and faith, including quinceañeras (H, Geo/C).</u>

	A	B	C	E
12	<u>4.5(A)</u>	<u>4.5(A) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);</u>	REDUNDANT .	(A) locate on a map the regions in Texas where the Caddo lived (H, Geo/C, S);
13	<u>4.5(B)</u>	<u>4.5(B) identify Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);</u>	STREAMLINING	<u>4.5(B) identify the geography of the Caddo origins in the Mississippian cultural tradition, including the development of permanent villages in the Piney Woods region of East Texas and parts of present-day Oklahoma, Arkansas, and Louisiana (H, Geo/C);</u>
15	<u>4.5(E)</u>	<u>4.5(E) locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived (H, Geo/C, S);</u>	REDUNDANT	<u>locate on a map West Texas and the Big Bend region, including areas along major river corridors and desert environments as places where the Jumano and Pueblo lived and traded (H, Geo/C, E, S);</u>
16	<u>4.5(F)</u>	<u>4.5(F) identify characteristics of Jumano settlements as villages built with adobe and locate the rock art site at Paint Rock (H, Geo/C);</u>	REDUNDANT	identify characteristics of Jumano settlements as villages built with adobe and locate the rock art site at Paint Rock (H, Geo/C);
17	<u>4.5(G)</u>	<u>4.5(G) identify that the Jumano played a significant role in regional trade networks by exchanging goods with Pueblo and Caddo people across Texas and the Southwest (H, Geo/C, E);</u>	REDUNDANT	identify that the Jumano played a significant role in regional trade networks by exchanging goods with Pueblo and Caddo people across Texas and the Southwest (H, Geo/C, E);
18	<u>4.5(H)</u>	<u>4.5(H) locate the Plains of Texas on a map and identify this region as where the Apache lived (H, Geo/C, S);</u>	REDUNDANT	locate the Plains of Texas on a map and identify this region as where the Apache lived (H, Geo/C, S);

	A	B	C	E
19	<u>4.5(I)</u>	<u>4.5(I) explain that the Apache participated in seasonal movement patterns, including traveling to hunt bison (buffalo) and moving in response to the availability of scarce resources (H, Geo/C);</u>	REDUNDANT	explain that the Apache participated in seasonal movement patterns, including traveling to hunt bison (buffalo) and moving in response to the availability of scarce resources (H, Geo/C);
20	<u>4.5(J)</u>	<u>4.5(J) describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, hunting bison (buffalo), and the use of bison (buffalo) jumps to obtain food and materials (H, Geo/C);</u>	STREAMLINING	<u>describe key characteristics of Apache life in the Plains, including the use of tipis and grass huts, migrating and hunting bison (buffalo), and the use of bison (buffalo) jumps to obtain food and materials (H, Geo/C);</u>
21	<u>4.5(L)</u>	<u>4.5(L) identify Apache participation in trade networks, including exchanges that reached the Rio Grande region (H, Geo/C, E);</u>	STREAMLINING	identify Apache participation in trade networks, including exchanges that reached the Rio Grande region (H, Geo/C, E);
22	<u>4.5(M)</u>	<u>4.5(M) identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools (H, Geo/C);</u>	REDUNDANT	identify the importance of natural resources to the Apache, including the use of Alibates flint quarry for making tools (H, Geo/C);
23	<u>4.6(A)</u>	<u>4.6(A) locate on a map the Italian states of Florence, Genoa, and Venice (H, Geo/C, S);</u>	SPECIFICITY	<u>locate on a map the Italian trade states of Florence, Genoa, and Venice (H, Geo/C, S);</u>
25	<u>4.7(A)</u>	<u>identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);</u>	CHRONOLOGY/ MOVED TO 4.2(D)	identify the Silk Road as a major trade route where resources, wealth, and ideas were exchanged (H, Geo/C, E);

	A	B	C	E
26	<u>4.7(B)</u>	<u>explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);</u>	CHRONOLOGY/ MOVED TO 5.4(A)	<u>5.4.A explain that a cause of the Age of Exploration was the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);</u>
27	<u>4.7(C)</u>	<u>4.7(C) explain that rulers throughout Europe, including France, Portugal, Spain, and England, strived to accumulate wealth and fame and spread religion which contributed to the Age of Exploration (H, G/Civ, Geo/C, E);</u>	BREAK OUTS HISTORICAL ACCURACY	<u>identify France, Portugal, Spain, and England as major countries who supported exploration and explain the reasons for exploration including accumulating wealth and glory, and spreading religion during the Age of Exploration (H/G/Civ, Geo/C);</u>
28	<u>4.7(I)</u>	<u>4.7(I) identify Columbus Day as a holiday that commemorates his voyages (H, G/Civ, Geo/C); and</u>	SPECIFICITY	<u>identify Columbus Day as a holiday that commemorates his Columbus' voyages (H, G/Civ, Geo/C); and</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	5.1(A)	<u>identify Martin Luther as the leader of the Protestant Reformation and King Henry VIII as the leader of the protestant movement in England (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>identify Martin Luther as the a leader of the Protestant Reformation and King Henry VIII as the leader of the protestant movement in England (H, G/Civ, Geo/C);</u>
3	5.1(B)	<u>explain how the Protestant Reformation encouraged people to question religious and political authority and later influenced American colonists to challenge unfair rule and demand greater freedom (H, G/Civ, Geo/C);</u>	CLARITY	<u>explain how the Protestant Reformation encouraged people to question religious and political authority church leaders and kings and later influenced American colonists to challenge unfair rule and demand greater freedom (H, G/Civ, Geo/C);</u>
4	5.1(C)	<u>explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);</u>	SIMPLIFY	<u>explain how the printing press helped spread Reformation ideas quickly, including wider access to the Bible, and compare how this innovation also helped spread ideas when American founders shared arguments for independence (H, G/Civ, Geo/C);</u>
5	5.1.D	<u>explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements(H, G/Civ)</u>	HISTORICAL ACCURACY	<u>explain how disagreements over religious freedom during the Protestant Reformation led many Europeans later to migrate to America, shaping early colonial settlements (H, G/Civ)</u>
6	5.1(F)	<u>explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and</u>	STREAMLINING	<u>explain Charles Montesquieu's influence on American government, including his ideas about idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and</u>

	A	B	C	E
7	5.8(D)	<u>explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge, and identify the longer term cause and effect relationship that this impact on public opinion was possible as a result of Reformation developments of the printing press and widespread reading of the Bible (H, G/Civ, Geo/C);</u>
8	5.1(D)	<u>explain how disagreements over religious freedom during the Protestant Reformation led many Europeans to migrate to America, shaping early colonial settlements (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain how disagreements over religious freedom during the Protestant Reformation led many Europeans later to migrate to America, shaping early Separatists, Puritan, and Quaker colonial settlements(H, G/Civ)</u>
9	5.1.F	<u>explain Charles Montesquieu's idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and</u>	STREAMLINING	<u>explain Charles Montesquieu's influenced-on American government, including his ideas about idea that government power should be divided with different parts of government checking each other known as the separation of powers and how this idea influenced the government structures for the United States and Texas (H, G/Civ); and</u>
10	5.2(A)	<u>identify the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);</u>	REDUNDANT	identify the routes explored and areas claimed by Spain in the early exploration of the Americas (H, Geo/C, S);
11	5.2(B)	<u>identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>identify Hernán Cortés as a Spanish conquistador who explored central Mexico encountering and conquered with American Indian Tlaxcalan allies the Aztec Empire under the rule of Moctezuma II (H, G/Civ, Geo/C);</u>
12	5.2(C)	<u>explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);</u>	STREAMLINING	explain Cortés' alliances with surrounding native groups, including the Tlaxcala, that led to the eventual defeat of the Aztec Empire (H, G/Civ, Geo/C);

	A	B	C	E
13	<u>5.2(D)</u>	<u>identify Francisco Pizarro as a Spanish conquistador who encountered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);</u>	STREAMLINING	<u>identify Francisco Pizarro as a Spanish conquistador who encountered conquered the Inca Empire while exploring the Andes region of South America (H, G/Civ, Geo/C);</u>
14	<u>5.2(E)</u>	<u>explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);</u>	STREAMLINING	explain Pizarro's role in the capture of Atahualpa and the fall of the Inca Empire (H, G/Civ, Geo/C);
15	<u>5.2(H)</u>	<u>describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system (H, G/Civ, Geo/C, E);</u>	STREAMLINING	<u>describe the encomienda system that Spanish colonists used to control the labor of American Indians and describe the inhumane treatment and hardships experienced by many American Indians through this system and explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ, Geo/C, E);</u>
16	<u>5.2(I)</u>	<u>explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ)</u>	STREAMLINING	explain the role of Friar Bartolomé de las Casas in speaking out against the mistreatment of American Indians leading to protective reforms (H, G/Civ)
17	<u>5.2(J)</u>	<u>explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C);</u>	HISTORICAL ACCURACY	<u>explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C);</u>
18	<u>5.2(L)</u>	<u>describe the inhumane treatment endured by enslaved Africans during conveyance and enslavement (H, Geo/C);</u>	CLARITY & SUITABILITY	describe the inhumane treatment endured by enslaved Africans during the conveyance and enslavement <u>identify the middle passage as part of the Transatlantic slave trade as the forcable, often inhumane transport of enslaved Africans to the West Indies (H, Geo/C);</u>
19	<u>5.2(N)</u>	<u>identify economic contributions of enslaved people, including harvesting indigo (Geo/C);</u>	REDUNDANT	identify economic contributions of enslaved people, including harvesting indigo (Geo/C);

	A	B	C	E
20	<u>5.2(O)</u>	<u>identify how the Stono Rebellion showed the resistance of slavery (H);</u>	STREAMLINING/ SUITABILITY	identify how the Stono Rebellion showed the resistance of slavery (H);
21	<u>5.2(P)</u>	<u>identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);</u>	REDUNDANT	identify the routes explored and areas claimed by France in the early exploration of the Americas (H, G/Civ, Geo/C);
22	<u>5.2(Q)</u>	<u>identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America (H, Geo/C, E); and</u>	SPECIFICITY	<u>identify René-Robert Cavelier, Sieur de La Salle, and explain his role in French exploration of North America including claiming the land for France that would become the Louisiana Purchase (H, Geo/C, E); and</u>
23	<u>5.3(E)</u>	<u>identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity (H, G/Civ, Geo/C);</u>	CLARITY	<u>identify the effects of Spanish rule, including the establishment of Spanish Catholic missions and presidios to spread Christianity, including in modern day San Antonio and El Paso (H, G/Civ, Geo/C);</u>
24	<u>5.3(F)</u>	<u>explain the effects of Spanish Catholic missions and presidios on Texas settlement, trade in San Antonio de Bexar, and Paso del Norte (H, G/Civ, Geo/C, E);</u>	REDUNDANT	explain the effects of Spanish Catholic missions and presidios on Texas settlement, trade in San Antonio de Bexar, and Paso del Norte (H, G/Civ, Geo/C, E);
25	<u>5.3(G)</u>	<u>identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);</u>	STREAMLINING	identify the role of Antonio Margil de Jesus and Friar Francisco Hidalgo in laying the foundations of Texas communities by establishing missions (H, G/Civ, Geo/C, E);
26	<u>5.3(J)</u>	<u>explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property in marriage (H, G/Civ, Geo/C, E).</u>	AGE APPROPRIATE	explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property in marriage (H, G/Civ, Geo/C, E);
27	<u>5.4 (A)</u>	<u>describe the role world trade played in the growth of the Ottoman Empire during and after the Age of Exploration, including the conquest of Constantinople (H, G/Civ, Geo/C, E);</u>	CHRONOLOGY/ MOVED FROM 4.7(B)	<u>explain that a cause of the Age of Exploration was a result of the conquest of Constantinople by the Ottoman Empire that closed off Europe from the Silk Road and trade with Asia (H, G/Civ, Geo/C, E);</u>

	A	B	C	E
28	5.4.(C)	explain how changes among Christians following the Protestant Reformation influenced events in England, including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C); and	BREAK OUTS HISTORICAL ACCURACY	explain how changes among Christians following the Protestant Reformation influenced events in England, <u>creating conflicts between Catholics and Protestants</u> including the defeat of the Spanish Armada and the Glorious Revolution, and how these events inspired the American colonies to seek religious and political freedom (H, G/Civ, Geo/C);
29	5.5(L)	compare the use of indentured servitude and slavery as labor systems in the American colonies (H, G/Civ, Geo/C, E); and	SPECIFICITY	compare the use of indentured servitude and slavery as labor systems in the American colonies <u>including length of service</u> (H, G/Civ, Geo/C, E); and
30	5.6(C)	explain the <u>impact influence</u> of the Enlightenment ideas, including John Locke's belief in reason, limited government, and consent of the governed, and how these <u>ideals helped shape</u> American and Texan beliefs about fair government (H, G/Civ, Geo/C);	SPECIFICITY	explain the <u>impact influence</u> of the Enlightenment <u>ideas</u> , including John Locke's belief in reason, limited government, and consent of the governed, and how these ideals helped shape <u>later shaped</u> American and Texan beliefs about fair government (H, G/Civ, Geo/C);
31	5.6.E	describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).	SPECIFICITY	describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights explain the influence of the English Bill of Rights and the Magna Carta on colonial self-government (H, G/Civ, Geo/C).
32	5.7(B)	explain the effects of the French and Indian War on Great Britain, including increased debt, greater control, and revenue from the colonies (H, G/Civ, Geo/C, E);	SPECIFICITY	explain the effects of the French and Indian War on Great Britain, including increased debt, greater control <u>over the colonies</u> , and <u>increased taxes</u> revenue from the colonies (H, G/Civ, Geo/C, E);
33	5.7(H)	create a timeline of and explain the relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S).	STREAMLINE	create a timeline of and explain the relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S);

	A	B	C	E
35	5.8(E)	<u>explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge and identify that this impact on public opinion was possible because of earlier development of the printing press and widespread reading of the Bible (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain how Thomas Paine's writings, including "Common Sense" and "The American Crisis," argued for colonial independence from Britain, influenced public opinion, and helped inspire soldiers to persevere at Valley Forge and identify that this impact on public opinion was possible because of earlier development of the printing press and widespread reading of the Bible (H, G/Civ, Geo/C);</u>
36	5.8(E)	<u>explain the significance of the Declaration of Independence, adopted on July 4, 1776, including Thomas Jefferson as primary author, and its foundational ideas that all people have unalienable rights including "life, liberty, and the pursuit of happiness" (H, G/Civ, Geo/C);</u>	STREAMLINING	<u>explain the significance of the Declaration of Independence, adopted on July 4, 1776, whose primary author was Thomas Jefferson including the foundational ideas that all people have unalienable rights including "life, liberty, and the pursuit of happiness" (H, G/Civ, Geo/C);</u>
37	5.8(F)	<u>describe the contributions of Abigail Adams, during the Founding Era, including her call for leaders to "remember the ladies" and her advocacy for women's rights (H, G/Civ);</u>	REDUNDANT	<u>describe the contributions of Abigail Adams, during the Founding Era, including her call for leaders to "remember the ladies" and her advocaey for women's rights (H, G/Civ);</u>
38	5.9(A)	<u>analyze the weaknesses of the Articles of Confederation by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);</u>	MEASURABLE VERB	analyze <u>explain</u> the weaknesses of the Articles of Confederation including by explaining that the national government was too weak to protect frontier lands, control trade between states, and manage economic problems (H, G/Civ, Geo/C, E);
39	5.9(B)	<u>explain the significance of the Northwest Ordinance by describing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);</u>	MEASURABLE VERB	explain the significance of <u>describe how</u> the Northwest Ordinance by decribing how it established a process for creating new states and prohibited slavery in the Northwest Territory (H, G/Civ, Geo/C);

	A	B	C	E
40	<u>5.9(C)</u>	<u>explain how delegates at the Constitutional Convention made decisions and resolved disagreements, including the Connecticut Compromise that created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);</u>	REDUNANCY	<u>explain how delegates at the Constitutional Convention made decisions and resolved disagreements, including and describe the Connecticut Compromise that created a bi-cameral legislature, a two-house Congress with equal representation in the Senate and representation based on population in the House of Representatives (H, G/Civ, Geo/C);</u>
41	<u>5.9(D)[new]</u>	<u>5.9(D) [new insert]</u>	PRIMARY SOURCES	<u>identify and recite the phrase from the Constitution "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America"</u>
42	<u>5.9(E)</u>	<u>explain the basic principles of American government found in the U.S. Constitution by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power (H, G/Civ, Geo/C);</u>	STREAMLINING/ SEE 5.9(F)	<u>explain the basic principles of American government found in the U.S. Constitution to prevent tyranny by defining "popular sovereignty" as power derived from the people, "republicanism" as elected representatives, and "limited government" as the people protected from unfair use of governmental power, and "separation of powers" by dividing powers between three branches of government (H, G/Civ, Geo/C);</u>
43	<u>5.9(F)</u>	<u>describe how the Constitution creates separation of power to prevent tyranny (G/Civ);</u>	STREAMLINING/ SEE 5.9(E)	<u>describe how the Constitution creates separation of power to prevent tyranny (G/Civ);</u>
44	<u>5.9(G)</u>	<u>describe the three branches of government, including the executive, judicial, and legislative branches (G/Civ);</u>	SPECIFICITY	<u>identify and describe the purpose of the three branches of government, including the executive, judicial, and legislative branches (G/Civ);</u>
45	<u>5.9(J)</u>	<u>list the Bill of Rights and explain how the Constitution protects individual rights and freedoms (G/Civ);</u>	AGE APPROPRIATE	<u>identify that the Constitution protects individual rights and freedoms with the Bill of Rights (G/Civ);</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
3	6.1(B)	6.1(B) explain the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);	MEASURABLE VERB	(B) explain -describe the social hierarchy caste system in Mexico, including peninsulares, criollos, mestizos, American Indians, and enslaved Africans (H, Geo/C);
4	6.1(D)	6.1(D) explain that Miguel Hidalgo's call for independence (Grito de Dolores) from Spain, known as Mexican Independence Day, inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).	REDUNDANT	(D) explain that Miguel Hidalgo's call for independence from Spain (the Grito de Dolores), known as Mexican Independence Day inspired revolutionary efforts in Texas, including the Battle of Medina in 1813 (H).
5	6.2(B)	explain how the Louisiana Purchase in 1803 expanded the size of the United States and affected national security and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);	SPECIFICITY	(B) explain how the Louisiana Purchase in 1803 expanded- doubled the size of the United States and affected-strengthened national security by giving the United States control of the Mississippi River, leading to and future economic growth during Thomas Jefferson's presidency (H, G/Civ, E);
6	6.2(C)	describe anti-slavery movements within colonial America, including the work of John Woolman, and how these efforts continued into the national period of the United States (H, G/Civ);	HISTORICAL ACCURACY	describe anti-slavery movements within colonial-in early America, including the work of John Woolman, and how these efforts continued into the national period of the United States (H, G/Civ);
7	6.2(G)	describe key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);	SPECIFICITY	(G) deseribe explain how key events of the War of 1812, including Andrew Jackson's leadership at the Battle of New Orleans under Andrew Jackson's leadership, and the writing of the Star Spangled Banner, and how these events strengthened national pride and contributed to the emergence of an American national culture, including the Star-Spangled Banner (H, Geo/C);
8	6.3(B)	locate major Texas cities on a map, including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco (Geo/C); and	STREAMLINING/ HISTORICAL ACCURACY	locate major Texas cities on a map, including Houston, San Antonio, Dallas, Fort Worth, Austin, Lubbock, El Paso, and Waco (Geo/C); and
9	6.3(C)	interpret maps to identify how natural resources in Texas, including timber, farmland, and fossil, fuels influence where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).	HISTORICAL ACCURACY	(C) interpret maps to identify on a map how weather and natural resources in Texas, including timber and farmland, and fossil, fuels influenced where people settled and explain how physical and human factors shaped these settlement patterns (Geo/C).
10	6.4(C)	describe how similarities including federalism and popular sovereignty, between the Texas Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);	HISTORICAL ACCURACY	describe how similarities including federalism and popular sovereignty, between the Texas Mexican Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);

	A	B	C	E
11	<u>6.4(D)</u>	<u>explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas (H);</u>	SPECIFICITY	<u>(D) explain how Stephen F. Austin and the Old Three Hundred led to the establishment of American communities in Mexican Texas <u>including distributing land grants through the empresario system</u> (H);</u>
12	<u>6.4(E)</u>	<u>identify how the empresario system supported settlement in Texas (H); and</u>	SPECIFICITY/ REDUNDANT	(E) identify how the empresario system supported settlement in Texas (H); and
13	<u>6.4(F)</u>	<u>identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).</u>	REDUNDANT	(F) identify that interactions between American Indians and settlers were, at times, peaceful and violent (H).
14	<u>KS 6.5</u>	<u>Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped Texas, including early settlement from 1825 to 1835. The student is expected to:</u>	CLARITY	<u>Westward Expansion and the Industrial Revolution. The student understands how westward expansion shaped <u>America and</u> Texas, including early settlement from 1825 to 1835. The student is expected to:</u>
15	<u>6.5(C)</u>	<u>describe how the presidency of Andrew Jackson shaped the nation, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and</u>	AGE APPROPRIATE	<u>(C) describe how the presidency of Andrew Jackson shaped the nation <u>expanded suffrage and expanded federal power during the nullification crisis and the Indian Removal Act</u>, including his federal land policies, the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage (H, G/Civ, E); and</u>
16	<u>6.6(D)</u>	<u>describe key events of the Texas Revolution, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and</u>	SPECIFICITY	<u>6.6(D) describe key events of the Texas Revolution <u>and the role of Santa Anna</u>, including the Battle of the Alamo ("Remember the Alamo"), the Battle of Goliad ("Remember Goliad"), and the Battle of San Jacinto, and explain how these events influenced the outcome of the revolution (H); and</u>
17	<u>6.6(E)</u>	<u>explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic (H).</u>	CLARITY	<u>explain the contribution of Sam Houston's leadership of the Texian army and including his role in securing independence at the Battle of San Jacinto (H).</u>
18	<u>6.6(F) [new]</u>	<u>6.6(F) [new]</u>	CLARITY	<u>identify that how the Treaties of Velasco formally <u>helped ended</u> the Texas Revolution and recognized Texas as an independent republic led to the establishment of the Republic of Texas (H).</u>
19	<u>6.7(A)</u>	<u>explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);</u>	STREAMLINING	<u>6.7(A) explain how the annexation of Texas in 1845 and U.S. President James K. Polk's actions contributed to the outbreak of the Mexican-American War (H, G/Civ);</u>

	A	B	C	E
20	<u>6.7(D)</u>	<u>explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and</u>	STREAMLINING	6.7(D) explain how the outcomes of the Mexican-American War, including increased settlement and pressure on tribal lands, affected relations between the United States and American Indian groups (H, Geo/C); and
21	<u>6.7(E)</u>	<u>compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C).</u>	MOVED TO 6.10(A)	<u>6.10(A) compare major population movements in Antebellum America, including westward migration along the Oregon and Mormon Trails, migration to California during the Gold Rush, and European immigration that contributed to settlement in Texas (H, Geo/C).</u>
22	<u>KS 6.8</u>	<u>Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:</u>	HISTORICAL ACCURACY	<u>(8) Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:</u>
24	<u>6.8(B)</u>	<u>explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);</u>	STREAMLINING	6.8(B) explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ);
25	<u>6.8(H)</u>	<u>explain how major events increased disagreements between the North and South and helped lead to the Civil War, including the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the violence in Bleeding Kansas, and the Dred Scott decision (H, G/Civ, E);</u>	STREAMLINING	<u>6.8(B) explain how major events increased sectional disagreements over slavery between the North and South and helped lead to the Civil War, including the Missouri Compromise, the Compromise of 1850 and its impact on Texas, the idea of popular sovereignty, the Kansas-Nebraska Act, the violence in Bleeding Kansas, and the Dred Scott decision (H, G/Civ, E);</u>
26	<u>6.8(C)</u>	<u>explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);</u>	REDUNDANT	6.8(C) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War (H, Geo/C);
27	<u>6.8(E)</u>	<u>identify the roles of Frederick Douglass and Sojourner Truth and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);</u>	STREAMLINING	<u>6.8(E) identify the contributions on public opinion against slavery roles of Frederick Douglass, and Sojourner Truth, Harriet Beecher Stowe, and William Lloyd Garrison and how they used speeches and personal experiences to argue against slavery and promote equal rights (H);</u>
28	<u>6.8(F)</u>	<u>identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);</u>	STREAMLINING	6.8(F) identify the contributions of Harriet Beecher Stowe and William Lloyd Garrison and how their writings influenced public opinion against slavery (H);
29	<u>6.8(K)</u>	<u>describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House (H, Geo/C);</u>	CLARITY BREAK OUTS	<u>6.8(K) describe the significance of major Civil War battles, including Antietam, Gettysburg, Vicksburg, and Appomattox Court House, and identify major Civil War generals, including Grant, Sherman, Lee, and Jackson (H, Geo/C);</u>

	A	B	C	E
30	<u>6.8(L)</u>	describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);	STREAMLINING	8.8.L (L) describe the significance of Civil War battles fought in Texas, including Galveston, Sabine Pass, and Palmito Ranch (H, Geo/C);
31	<u>6.8(N)</u>	identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address (H, S); and	PRIMARY SOURCES	6.8(N) identify the main ideas expressed in Lincoln's Emancipation Proclamation, the Gettysburg Address, and the Second Inaugural Address, and recite "Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal." (H, S); and
32	<u>6.8(O)[new]</u>	<u>6.8(O)[new]</u>	CLARITY/ NATIONAL HOLIDAY	<u>6.8(O) identify that Memorial Day was created to honor and remember the sacrifice of American soldiers after the Civil War (H)</u>
33	<u>KS 6(9)</u>	Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:	HISTORICAL ACCURACY	(9) Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:
39	<u>6.9(H)</u>	explain that the Freedmen's Bureau helped formerly enslaved people transition to freedom while Black Codes limited African Americans' economic and political participation (G/Civ, E);	STREAMLINING	6.9(H) explain that the Freedmen's Bureau helped formerly enslaved people transition to freedom while Black Codes limited African Americans' economic and political participation (G/Civ, E);
40	<u>6.9(I)</u>	explain how acts of violence, including intimidation by groups like the Ku Klux Klan, were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and	CLARITY	6.9(I) explain how <u>laws like the Black Codes and vigilante action acts of violence, including intimidation by groups like the Ku Klux Klan,</u> were used to limit the rights of African Americans in Texas during Reconstruction (H, Geo/C, E); and
41	<u>6.10(A)(B)</u>	describe how immigrants entered the United States and Texas through Ellis Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);	CHRONOLOGY/ SPECIFICITY/ REDUNDANT HISTORICAL ACCURACY	(A) describe how immigrants entered the United States and Texas through Ellis Island and Angel Island, Galveston, and El Paso, faced federal immigration restrictions, including the Chinese Exclusion Act, and formed cultural communities in Texas (H, G/Civ, Geo/C);
42	<u>6.10(C)(D)</u>	describe the Spanish-American War and the role of Theodore Roosevelt and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. influence beyond North America (H);	CLARITY	(C) describe the Spanish-American War, including <u>the service of Texan soldiers in the Rough Riders under and the role of Theodore Roosevelt</u> and the service of Texan soldiers in the Rough Riders, and how the war expanded U.S. naval influence beyond North America (H);
43	<u>6.10(D)(E)</u>	identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans, and how the Supreme Court case Plessy v. Ferguson supported segregation through the "separate but equal" doctrine (H, G/Civ);	STREAMLINING	6.10(D) identify Jim Crow laws as state and local laws that enforced racial segregation, the disenfranchisement of African Americans; and how the Supreme Court case Plessy v. Ferguson <u>established supported segregation through</u> the "separate but equal" doctrine (H, G/Civ);

	A	B	C	E
44	<u>6.10(H)</u>	<u>explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);</u>	CHRONOLOGY/ MOVED TO 6.11(E)	explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);
45	<u>6.10(J)</u>	<u>identify how urban growth in Texas was influenced by both internal migration and immigrant settlement in cities, including Galveston, Houston, and El Paso (H, Geo/C);</u>	HISTORICAL ACCURACY	identify how <u>migration contributed to the urban growth in of</u> Texas was influenced by both internal migration and immigrant settlement in cities and the development of the United States as a melting pot including, <u>in</u> Galveston, Houston , and El Paso (H, Geo/C)
46	<u>6.10(M)</u>	<u>describe the impact of the Galveston Hurricane of 1900, including significant loss of life, the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);</u>	HISTORICAL ACCURACY	describe the impact <u>significance</u> of the Galveston Hurricane of 1900, including significant loss of life, <u>and</u> the development of the Galveston Sea Wall, and the growth of the National Weather Service (H, Geo/C);
49	<u>6.11(A)</u>	<u>identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry (H, Geo/C);</u>	STREAMLINING	6.11(A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight-Loving Trail, and the growth of "cowtowns" that supported the cattle industry, <u>and conflicts between settlers and American Indians</u> (H, Geo/C);
50	<u>6.11(D)</u>	<u>describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and</u>	STREAMLINING	6.11(D) describe important events affecting American Indians in Texas and the United States after the Civil War, including conflicts with settlers, forced removal to reservations, and the status of American Indian tribes at the close of the frontier (H, G/Civ, Geo/C); and
52	<u>6.11(E)</u>	<u>explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);</u>	CHRONOLOGY/ MOVED FROM 6.10(H)	explain the growth of the Texas oil industry, including Spindletop in 1901 and how oil production contributed to economic development and industrial growth in Texas (H, E);

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	7.1(C)	<u>analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues, including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);</u>	SPECIFICITY/ BREAK OUTS	explain the analyze the immediate and long-term effects of Theodore Roosevelt's major domestic issues <u>policies</u> , including conservation efforts that led to the creation of the National Park Service, including Big Bend National Park, which protected natural resources, and the Meat Inspection Act, which improved food safety for consumers (H, G/Civ, E);
3	7.1(D)	<u>analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E);</u>	SPECIFICITY/ BREAK OUTS	explain the analyze the immediate and long-term effects of Theodore Roosevelt's major foreign policies, including the Roosevelt Corollary to the Monroe Doctrine and support for construction of the Panama Canal, which expanded United States influence and involvement in international affairs (G/Civ, E);
4	7.1(F)	<u>identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and</u>	CLARITY	identify the impact of Spindletop on <u>Texas and American and Texas society, including boomtowns, and mobility and improved quality of life</u> (H, E); and
5	7.1(G)	<u>explain how Henry Ford used the assembly line in the production of the Model T and how this concept impacted division of labor and economies of scale (H, E);</u>	CLARITY	explain how Henry Ford's use of used the assembly line in the production of the Model T and how this concept impacted <u>developed</u> division of labor and economies of scale <u>leading to more profits for Ford and a better quality of life for Americans through access to cars at a reasonable price</u> (H, E)

	A	B	C	E
6	7.2(B)	<u>explain that unrestricted submarine warfare and the Zimmerman Telegram contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H, G/Civ);</u>	CLARITY	<u>explain that unrestricted submarine warfare and the Zimmerman Telegram about Texas contributed to United States involvement in World War I, including the threat of German support for Mexico to attempt to regain Texas (H, G/Civ);</u>
8	7.2(E)	<u>explain the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);</u>	SPECIFICITY/ BREAK OUTS	<u>explain how the Espionage and Sedition Acts and how these acts limited civil liberties, including speech, and dissent, and daily life, on the during World War I homefront reflecting tensions between the need to preserve liberty and the need to preserve life (H, G/Civ);</u>
9	7.2(F)	<u>explain the Selective Service Act and its role in mobilizing soldiers and shaping the World War I homefront (H, G/Civ); and</u>	CLARITY	<u>explain how the Selective Service Act and its role in mobilizing soldiers created a draft to raise troops for and shaping the World War I homefront (H, G/Civ); and</u>
10	7.2(J)	<u>explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C)</u>	STREAMLINING	<u>explain the Pueblo Revolt as a successful American Indian rebellion against Spanish rule that contributed to the movement of Spanish settlements in Corpus Christi de la Ysleta del Sur in Paso del Norte (H, G/Civ, Geo/C)</u>
11	7.3(B)	<u>identify domestic challenges for the United States following World War I related to racial violence and intolerance, including the resurgence of the Ku Klux Klan and the Tulsa Race Massacre (H)</u>	HISTORICAL ACCURACY	<u>identify domestic challenges for the United States following World War I, related to racial violence and intolerance, including the Tulsa Race Riots and the resurgence of intolerance, of Catholics, Jews, and immigrants by the Ku Klux Klan and the Tulsa Race Riots. (H)</u>

	A	B	C	E
12	<u>7.2(H)</u>	<u>7.2(H) add new</u>	HISTORICAL ACCURACY/ NATIONAL HOLIDAY	<u>identify that Armistice Day was a holiday to mark the end of World War I and later became Veterans Day (H)</u>
13	<u>3</u>	<u>New Unit 3 topic split</u>	CHRONOLOGY/ MOVED FROM KS 5	<u>(3)Communism and Other Totalitarian Regimes. The student understands the emergence of communism. The student is expected to:</u>
14	<u>3(A)</u>	<u>New Unit 3 topic split</u>	NEW	<u>identify the key tenets of communism as i. property is owned by government rather than individuals, ii. a single political party makes all decisions, and iii. rights come from government not God because communism rejects the existence of God (G/Civ, E);</u>
15	<u>3(B)</u>	<u>New Unit 3 topic split</u>	CHRONOLOGY/ MOVED FROM 5(B)	<u>(A)explain the Communist (Bolshevik) Revolution of 1917, including how the Bolsheviks overthrew the Russian government ending Russia's involvement in World War I, and established the world's first communist government (H, G/Civ, E);</u>
16	<u>3(C)</u>	<u>New Unit 3 topic split</u>	CHRONOLOGY/ MOVED FROM 5(C)	<u>(C) identify differences between the Reds , who supported the Bolshevik government, and the Whites, who opposed the Bolshevik government, during the Russian Civil War, and how the victory of the Reds led to the creation of a communist government (H, G/Civ);</u>

	A	B	C	E
17	<u>3(D)</u>	<u>New Unit 3 topic split</u>	CHRONOLOGY/ MOVED FROM 5(D)	<u>(D) explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ);</u>
18	<u>7.3.G</u>	<u>describe life during the Great Depression, including bank runs,widespread unemployment, mass deportations, and the growth of Hoovervilles (H, E);</u>	SPECIFICITY	describe explain the causes life during the Great Depression, including the stock market crash of 1929 and bank runs failures, and describe its effects on American society, including widespread unemployment, and the growth of Hoovervilles, and fears of communism (H, E);
19	<u>7.3(H)</u>	<u>explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);</u>	REDUNDANT	explain how the Great Depression contributed to fears of political extremism in the United States, including concerns about communism and fascism (H, G/Civ, E);
20	<u>7.3.I</u>	<u>describe the role of President Franklin D. Roosevelt during the Great Depression, including fireside chats and radio to communicate with the public (H, G/Civ);</u>	SPECIFICITY	describe the role presidency of President Franklin D. Roosevelt during the Great Depression, including <u>his use of radio and</u> fireside chats and radio to communicate with the <u>American</u> public (H, G/Civ);
21	<u>7.3(K)</u>	<u>describe the role of Texan Sam Rayburn as Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);</u>	HISTORICAL ACCURACY	describe the role of Texan Sam Rayburn <u>in supporting New Deal legislation and later as</u> Speaker of the U.S. House of Representatives in passing New Deal Legislation (H, G/Civ);

	A	B	C	E
22	7.4(A)	<u>explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC), and how these programs reflected Progressive ideas about responsibility, conservation, and reform (H, G/Civ, E)</u>	STREAMLINING	<u>explain how Texans participated in New Deal programs, including the Soil Conservation Service (SCS) and the Civilian Conservation Corps (CCC),</u> and how these programs reflected Progressive ideas about responsibility, conservation, and reform (H, G/Civ, E);
23	7.4(B)	<u>describe the Social Security Act and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long-term assistance, on Americans and Texans during the Great Depression (H, G/Civ); and</u>	SPECIFICITY HISTORICAL ACCURACY	<u>describe the purpose of the Social Security Act</u> and direct welfare payments and explain the effects of both programs, including short-term assistance as opposed to long-term assistance, on Americans and Texans during the Great Depression (H, G/Civ); <u>and</u>
24	7.5(H)	<u>explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/CIV, E)</u>	MOVED FROM 6.10(O)	<u>explain how communist ideology promotes class conflict, violent revolution, and a dictatorship to enforce equality and why these methods conflict with democratic self-government, the rule of law, protections for individual liberty, and freedom of religion (H, G/CIV, E)</u>
25	7.4(L)	<u>explain the geographic patterns and processes of the Dust Bowl, including drought, high winds, and over-farming (H, Geo/C, S); and</u>	SPECIFICITY	explain the geographic patterns and processes <u>causes</u> of the Dust Bowl, including drought, high winds, and over-farming, <u>and the effects on agriculture and migration</u> (H, Geo/C, S); and

	A	B	C	E
26	7.5(H)	explain the conditions that led to the rise of <u>Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);</u>	SPECIFICITY HISTORICAL ACCURACY	<u>explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including applying fascist ideas to appeal to anger over national humiliation from World War I, economic crises, weak democratic institutions, and propaganda the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);</u>
27	7.6	<u>Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).</u>	CHRONOLOGY/ MOVED TO 7.7(A)	<u>Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ);</u>
28	7.7(A)	<u>Communism and Other Totalitarian Regimes. The student understands the immediate events that led to World War II. The student is expected to identify how Germany violated the Treaty of Versailles by rebuilding the German military (H, G/Civ).</u>	CHRONOLOGY/ HISTORICAL ACCURACY/ MOVED FROM 7.6	<u>identify how Germany violated the Treaty of Versailles by rebuilding the German military and that European leaders initially responded with appeasement (H, G/Civ)</u>
29	7.7(B)	7.7(B) new	CLARITY	<u>7.7(A) identify the countries comprised of the Axis and Allied Powers (H)</u>
30	7.7(C)	<u>describe the early Axis invasions, including Japan's invasion of China and Europe, and the German and Soviet invasions of Poland and France (H);</u>	HISTORICAL ACCURACY	<u>7.7(C) describe the early Axis invasions, including Japan's invasion of China, Italy's invasion of Ethiopia, and Europe Germany's invasion of Poland with initial Soviet cooperation (H);</u>

	A	B	C	E
31	7.7(D)	identify how World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);	CLARITY	identify how <u>a need for wartime production</u> during World War II led to the Bracero Program and the growth of military facilities and defense industries in the South and West (H);
32	7.7(E)	analyze the causes and effects of the internment of Japanese Americans during World War II (H, S);	CLARITY	analyze <u>identify</u> the causes and effects of the Japanese internment of Japanese Americans during World War II (H, S);
33	7.7(O) [new 7.7(P)]	explain the Holocaust, including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps (H); and	HISTORICAL ACCURACY	(O) <u>define the Holocaust as the systematic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H);</u> (P) <u>describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system (H);</u>
34	7.8(C)	identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Baytown, Port Arthur and Corpus Christi, the Big Inch and Little Big Inch pipelines, and the petrochemical industry along the Houston Ship Channel, as examples of the American Arsenal of Democracy (H, E);	BREAK OUTS	identify the role of oil production and transportation, <u>as part of the American Arsenal of Democracy</u> , during World War II, including oil production in the Permian Basin, refining in Baytown, Port Arthur and Corpus Christi , the Big Inch and Little Big Inch pipelines, <u>refining in Baytown, Port Arthur and Corpus Christi</u> , and the petrochemical industry along the Houston Ship Channel, <u>as examples of the American Arsenal of Democracy</u> (H, E);

	A	B	C	E
35	7.8(E)	<u>explain the detention of German prisoners of war, including civilian-administered camps in Hearne and Mexia (H, G/Civ).</u>	CLARITY	explain the detention of German prisoners of war, including civilian-administered- <u>identify that Axis German prisoners of war were detained in camps in Texas during World War II, including camps in Hearne and Mexia Fort Bliss (H, G/Civ);</u>
36	7.9(C)	<u>describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall (H, G/Civ, E);</u>	CLARITY	<u>describe how the Iron Curtain divided Europe between communist and western regimes represented by the Berlin Wall, illustrating the differences between communism and western traditions of liberty and representative government (H, G/Civ, E);</u>
37	7.9(F)	<u>explain how modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);</u>	HISTORICAL ACCURACY	<u>explain how ideas from the 1890's led to the modern Israel, with increased international support following the Holocaust, establishment in 1948 of Israel in the incesstral homeland of the Jewish people and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ);</u> ?
38	7.9(K)	<u>describe the assassination of President John F. Kennedy in Dallas, Texas, in 1963 and its impact on the nation (H, G/Civ).</u>	SPECIFICITY/ AGE APPROPRIATE	<u>describe the significance of the assassination of President John F. Kennedy in Dallas, Texas, in 1963 including transfer of the presidency to Lyndon B. Johnson (H, G/Civ).</u>
39	7.10(E)	<u>describe how the assassination of Dr. Martin Luther King Jr. became a turning point in the Civil Rights Movement (H, G/Civ);</u>	SPECIFICITY	(E) <u>describe the significance of how the assassination of Dr. Martin Luther King Jr., became a turning point in the Civil Rights Movement including speedy passage of the Civil Rights Act of 1968 (H, G/Civ);</u>

	A	B	C	E
41	7.11(B)	<u>explain the impact of Great Society programs on American society, including efforts to reduce poverty, expand educational opportunities, and improve health care during the 1960s (H, G/Civ);</u>	SPECIFICITY	<u>explain how the impact of Great Society programs on American society, including efforts to reduce poverty, expanded educational opportunities, and improve healthcare during the 1960's the federal government in contrast of the founding fathers who believed in limited government (H, G/Civ)</u>
42	7.11(C)	<u>explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);</u>	STREAMLING	<u>explain the impact of mass media and television on American culture and politics during the 1960s and early 1970s, including shaping public opinion and shared national experiences (H, G/Civ);</u>
43	7.11(D)	<u>describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);</u>	STREAMLING	<u>describe the cultural revolution of the 1960s and early 1970s, including changes in music, youth culture, social values, and attitudes toward authority (H, Geo/C);</u>
44	7.11(E)	<u>explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);</u>	STREAMLINING	<u>describe demographic changes in the United States after WWII, including suburbanization, the Baby Boom, and urban migration patterns explain the impact of internal migration, including the growth of suburbs and changes in American cities, and demographic change, including the Baby Boom and urban race riots, in the United States after World War II (H, Geo/C);</u>

	A	B	C	E
45	7.11(H)	<u>describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including changes in civic participation and public opinion resulting from the release of the Pentagon Papers (H, G/Civ, Geo/C).</u>	STREAMLING	<u>describe the effects of the military draft and the anti-war movement on American society during the Vietnam War, including the Twenty-sixth Amendment and draft resistance and growing public distrust of the government following the release of the Pentagon Papers (H, G/Civ, Geo/C).</u>
46	7.12.(F)	<u>identify the Vietnam War, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);</u>	VERB/ HISTORICAL ACCURACY	identify <u>describe the Vietnam War, including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism (H, G/Civ, E);</u>
47	7.13(B)	<u>describe United States diplomatic efforts in the Middle East, including the Camp David Accords and the Iran Hostage Crisis (H, G/Civ).</u>	STREAMLINING	<u>describe the influence of United States diplomatic efforts in the Middle East, including the positive results of the Camp David Accords and negative results of the Iran Hostage Crisis (H, G/Civ).</u>
48	7.14(A)	<u>analyze Ronald Reagan's presidential leadership, including economic recovery after the oil crisis and relations between the United States and the Soviet Union to bring down the Berlin Wall (H, G/Civ, E);</u>	CLARITY	analyze <u>identify Ronald Reagan's presidential leadership, including domestic economic recovery after the oil crisis and foreign relations with between the United States and the Soviet Union to end the Cold War including the fall of bring down the Berlin Wall (H, G/Civ, E);</u>

	A	B	C	E
49	<u>7.12 (B)</u>	<u>describe causes of a decrease in public trust in government, including the War Powers Act and the Watergate scandal (H, G/Civ)</u>	SPECIFICITY	<u>describe how the Watergate scandal causes of a decrease in decreased public trust in government, including the War Powers Act and the Watergate scandal and demonstrated constitutional principles of checks and balances and respect for the rule of law (H, G/Civ);</u>
51	<u>7.15(C)</u>	<u>explain the impact of the Gulf War, including the role of Saddam Hussein as the leader of Iraq, on the United States and the Middle East (H, G/Civ).</u>	SPECIFICITY	<u>explain how the invasion of Kuwait led to the Gulf War and increased United States involvement in the Middle East (H, G/Civ).</u>
52	<u>7.16(D)</u>	<u>explain the causes and effects of the 2008 economic crisis (E, S); and</u>	STREAMLINING	<u>explain the causes and effects of the 2008 economic crisis (E, S); and</u>
53	<u>7.17</u>	<u>7.17 Contemporary Texas</u>	STREAMLINING	<u>7.17 Contemporary Texas</u>
54	<u>7.17(A)</u>	<u>7.17(A) describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and</u>	STREAMLINING	<u>7.17(A) describe the impact of the internet and smartphones on communication and changes in daily life (H, Geo/C); and</u>
55	<u>7.17(B)</u>	<u>7.17(B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C).</u>	STREAMLINING	<u>7.17(B) describe the influence of social media platforms and big tech companies on how people interact, share information, and conduct business (H, Geo/C);</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	<u>Intro 1</u>	<u>In United States History Studies, students examine United States as a nation that believes in freedom as a supreme value and that the Constitutional republican form of government established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans.</u>	TECHNICAL EDIT	<u>In United States History Studies, students examine the United States as a nation that believes in freedom as a supreme value and that the Constitutional republican form of government established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans.</u>
3	<u>USH 2(D)</u>	<u>explain the significance of self-rule in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, as early foundations of representative government in America (G/Civ).</u>	SPECIFICITY	<u>explain the significance of early examples of representative government self-rule in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut, as early foundations of representative government in America (G/Civ).</u>
4	<u>USH 3(A)</u>	<u>analyze factors that contributed to the American Revolution, including the French and Indian War, Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);</u>	HISTORICAL ACCURACY	<u>analyze how the French and Indian War resulted in changes to British policy factors that contributed to the American Revolution, including the French and Indian War, enforcement of the Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);</u>

	A	B	C	E
5	<u>USH 3(C)</u>	<u>(C)explain the origins, meanings, and effects of the Declaration of Independence, including the idea that all people have rights and governments' power is limited to protect those rights (G/Civ);</u>	SPECIFICITY	explain the origins, meanings, and effects- <u>significance</u> of the Declaration of Independence, including <u>colonial grievances against Britain</u> , the idea that all people have rights and governments' power is limited to protect those rights (G/Civ);
6	<u>USH 3(E)</u>	<u>explain the role of John Locke, the Virginia Declaration of Rights, Thomas Paine's Common Sense as inspiration for the Declaration of Independence (G/Civ, S);</u>	TECHNICAL EDIT	<u>explain the role of John Locke, the Virginia Declaration of Rights, and Thomas Paine's Common Sense as inspiration for the Declaration of Independence (G/Civ, S);</u>
7	<u>USH 4(A)</u>	<u>explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Rebellion (G/Civ);</u>	SPECIFICITY	<u>explain the limitations of how the Articles of Confederation, the significance of Shays' Rebellion, and how those limitations led to the Constitutional Convention limited central government and how those limitations led to problems, including Shay's Rebellion (H, G/Civ);</u>
8	<u>USH 4(B)</u>	<u>describe how the Northwest Ordinance (1787) addressed slavery and established a process for the creation of new states (H, G/Civ);</u>	SPECIFICITY	<u>describe how the Northwest Ordinance (1787) addressed <u>prohibited</u> slavery <u>in the Northwest Territory</u> and established a process for the creation of new states (H, G/Civ);</u>
9	<u>USH 4(D)</u>	<u>(A)explain how the United States Constitution established America as a Constitutional Republic (G/Civ);</u>	TECHNICAL EDIT	<u>explain how the United States Constitution established America as a Cconstitutional Republic (G/Civ);</u>
10	<u>USH 4(E)</u>	<u>explain debate over the ratification of the Constitution, including Federalist Papers 10 and 51 (G/Civ); and</u>	SPECIFICITY	<u>explain the debate over the ratification of the Constitution between Federalist and Anti-Federalist, including Federalist Papers 10 and 51 (G/Civ); and</u>

	A	B	C	E
11	<u>USH 5(B)</u>	<u>explain the impact of the War of 1812 in confirming American independence (G/Civ).</u>	SPECIFICITY	<u>explain the significance of impact of the War of 1812 in confirming American independence including recognition of American sovereignty and development of national identity (G/Civ).</u>
12	<u>USH 6(A)</u>	<u>describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, and the elimination of property requirements to vote (H, G/Civ);</u>	SPECIFICITY	<u>describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, the elimination of the Second Bank of the United States, and the elimination of property requirements to vote (H, G/Civ, E);</u>
13	<u>USH 6(E)</u>	<u>describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man (H, G/Civ);</u>	SPECIFICITY/ HISTORICAL ACCURACY	<u>describe Jacksonian Democracy as a political movement that emphasized the power and position of the common man and the spoils system (H, G/Civ);</u>
14	<u>USH 7(A)</u>	<u>describe the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and</u>	SPECIFICITY	<u>describe advancements of the early Industrial Revolution, including the steam engine used on trains and boats, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and</u>
15	<u>USH 9(A)</u>	<u>explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Grant v. Lee in Virginia resulting in Appomattox Surrender, and Palmito Ranch (H, G/Civ, Geo/C);</u>	CLARITY	<u>explain key Civil War events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, Battle of Appomattox Court House in Virginia resulting in General Lee's surrender to General Grant, and Palmito Ranch (H, G/Civ, Geo/C);</u>
19	<u>USH 10(E)</u>	<u>summarize how the end of Reconstruction and the lack of enforcement of the 14th and 15th amendments led to Jim Crow segregation (G/Civ, S).</u>	VERB/ STREAMLINING	<u>summarize explain how the end of Reconstruction and the failure to enforce lack of enforcement of the 14th and 15th amendments contributed led to the rise of Jim Crow segregation (H, G/Civ, S).</u>

	A	B	C	E
20	<u>USH 11(G)</u>	<u>analyze the increasing role of the federal government in Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and</u>	STREAMLINING/ CLARITY	<u>analyze the transition from laissez-faire policies to increased federal regulation the increasing role of the federal government in begun during the Gilded Age Reforms and Progressive policies, including the Interstate Commerce Act and Sherman Anti-Trust Act (H, G/Civ, E, S); and</u>
21	<u>USH 12(A)</u>	<u>describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, and the Panama Canal (H, G/Civ, Geo/C, E);</u>	STREAMLINING	<u>describe America's growing role in world affairs from the Civil War to 1914, including America's growing influence in the annexation of Hawaii leading to annexation, the Open Door Policy, the Spanish-American War, and the Panama Canal (H, G/Civ, Geo/C, E);</u>
22	<u>USH 12(B)</u>	<u>identify reasons for America's involvement in World War I, including imperialism, unrestricted submarine warfare, and Zimmermann Telegram (H, G/Civ, E); and</u>	VERB/ STREAMLINING	<u>identify reasons explain the causes for America's involvement in World War I, including imperialism, economic ties to allies, unrestricted submarine warfare, and Zimmermann Telegram (H, G/Civ, E); and</u>
23	<u>USH 12(C)</u>	<u>explain America's role in bringing World War I to an end, including war bonds, the Selective Service Act, Pershing and the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, G/Civ, Geo/C, E).</u>	VERB/ STREAMLINING	<u>explain describe America's military contributions to role in bringing World War I to an end, including war bonds, the Selective Service Act, including Pershing and the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H, G/Civ, Geo/C, E).</u>
25	<u>12.E [new]</u>	<u>12.E [new]</u>	HISTORICAL ACCURACY	<u>(E) explain the significance of the Treaty of Versailles, including its terms, and the conditions it created for future conflict (H, G/Civ).</u>

	A	B	C	E
26	<u>USH 13(C)</u>	<u>identify economic growth, community building, and self-governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (E, G/Civ);</u>	HISTORICAL ACCURACY	<u>identify economic growth and community building and self-governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (E, G/Civ);</u>
27	<u>USH 14(A)</u>	<u>14.A identify the rise to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders (H, G/Civ);</u>	VERB/ SPECIFICITY	<u>identify the describe the rise of totalitarianism regimes to power of dictators, including Hitler, Mussolini, Stalin, and Japanese military leaders Tojo (H, G/Civ);</u>
28	<u>USH 14(E)</u>	<u>14.E describe the contributions that the American homefront made to World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce Service Pilots (WASP), Rosie the Riveter, the Bracero Program, and Japanese internment (H, Geo/C, E);</u>	SPECIFICITY	<u>describe changes the contributions that the American homefront made to World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce Service Pilots (WASP), Rosie the Riveter, the Bracero Program, and Japanese internment (H, Geo/C, E);</u>
29	<u>USH 14(F)</u>	<u>14.F describe events and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and Audie Murphy, Tuskegee airmen, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C); and</u>	STREAMLINING/ CLARITY	<u>describe American heroes and the events they influenced and people in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and General George Patton Audie Murphy, and the Tuskegee airmen and American bombing campaigns against the Axis, the Holocaust and survivors, and the Fall of the Nazis (H, Geo/C);</u>
30	<u>USH 14(G) [new]</u>	<u>USH 14(H) [new]</u>	STREAMLINING/ HISTORICAL ACCURACY/ PART OF USH 14(F)	<u>define the Holocaust as the systemic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H, G/Civ);</u>
31	<u>USH 14(H) [new]</u>	<u>USH 14(H) [new]</u>	STREAMLINING/ HISTORICAL ACCURACY/ PART OF USH 14(F)	<u>describe the fall of the Nazis and explain challenges confronting survivors of the HOlocaust including displacement, loss of family, and fear (H, Geo/C);</u>

	A	B	C	E
32	<u>USH 14(I) [new]</u>	<u>USH 14(H) [new]</u>	STREAMLINING/ HISTORICAL ACCURACY/ PART OF USH 14(F)	<u>explain how ideas from the 1920's led to the establishment Israel, the ancestral homeland of the Jewish people by the United Nations (H)</u>
33	<u>USH 14.G</u>	<u>14.G describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, and Iwo Jima, and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C).</u>	CLARITY- NOT NEW; BROKEN 14.G INTO PARTS	describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, and Iwo Jima, and explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (H, Geo/C).
34	<u>USH 14(G)[new]</u>	<u>USH 14(G)[new]</u>	CLARITY- NOT NEW; BROKEN 14.G INTO PARTS	<u>explain how the strategy of island hopping and victories including the Battle of Midway helped the United States advance toward Japan in the Pacific Theater, and describe the contributions of the Navajo Code Talkers at the battle of Battle of Iwo Jima (H, Geo/C); and</u>
35	<u>USH 14(H) [new]</u>	<u>USH 14(H) [new]</u>	CLARITY- NOT NEW; BROKEN 14.G INTO PARTS	<u>explain the decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties (G/Civ, H).</u>
36	<u>USH KS 15</u>	<u>Post-War United States. The student understands post war United States. The student is expected to:</u>	TECHNICAL EDIT/ CONFORMING EDIT	<u>Post-War United States. The student understands post-war United States. The student is expected to:</u>
37	<u>USH 15(B)</u>	<u>compare and contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);</u>	BREAK OUTS	compare and <u>contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);</u>

	A	B	C	E
38	<u>USH 15(C)</u>	<u>describe the role of the Soviet Union in spreading communism in Eastern Europe, Asia, and Latin America (H, Geo/C);</u>	CLARITY	<u>describe the role of the Soviet Union in spreading communism through satellite states in Eastern Europe, and proxy wars in Asia, and Latin America (H, Geo/C);</u>
39	<u>USH 15(D)</u>	<u>explain key developments in the global fight against communism, including the Korean War, Cuban Missile Crisis, the Space Race, and the Vietnam War (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain key developments in the global fight against communism through containment, including the Korean War, Cuban Missile Crisis, the Space Race, and the Vietnam War and in the Space Race (H, G/Civ, Geo/C);</u>
40	<u>USH 15(F)</u>	<u>explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX (H, G/Civ);</u>	SPECIFICITY	<u>explain key civil rights legislation and Supreme Court cases reforms, including Sweatt v. Painter, Brown v. Board of Education, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 and Title IX (H, G/Civ);</u>
41	<u>USH 15(G)</u>	<u>identify the significance of leaders in the Civil Rights movement, including Thurgood Marshall, who represented parents of school children in the case Brown v. Board of Education; Texan Barbara Jordan, who was the first African American congresswoman; and Hector P. Garcia, who was involved in the American GI Forum (H, G/Civ);</u>	STREAMLINING/ HISTORICAL ACCURACY	<u>identify the significance of key Civil Rights leaders in the Civil Rights movement, including Dr. Martin Luther King Jr., Thurgood Marshall, who represented parents of school children in the case Brown v. Board of Education; Texan Barbara Jordan, who was the first African American congresswoman; and Hector P. Garcia, who was involved in the American GI Forum (H, G/Civ);</u>
42	<u>USH 15(H)</u>	<u>15.H identify the ideals of self-respect, self-determination, self-reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S);</u>	STREAMLINING	<u>identify the ideals of self-respect, self-determination, self-reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S);</u>

	A	B	C	E
43	<u>USH 15(I)</u>	<u>15.I explain changes in American society in the 1960s through the 1970s, including the Great Society, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and</u>	STREAMLINING	<u>explain the expansion of the federal government because of Lyndon B. Johnson's Great Society programs, the loss of trust in government because of Watergate, and the effect of the oil embargo on the American economy(G/Civ, Geo/C, E); and</u>
45	<u>16(A)</u>	<u>(A)explain key events in the modern era, including the Gulf War, North American Free Trade Agreement (NAFTA), Clinton's impeachment, 2000 election, September 11, 2001, Afghanistan and Iraq wars, Great Recession, and Affordable Care Act (H, G/Civ, Geo/C, E);</u>	CLARITY/ HISTORICAL ACCURACY	<u>explain key events in the modern era, including the Gulf War, North American Free Trade Agreement (NAFTA), Clinton's impeachment, 2000 election, September 11, 2001, Afghanistan and Iraq wars, Great Recession, and Affordable Care Act (H, G/Civ, Geo/C, E);</u>
46	<u>16(B)[new]</u>	<u>16(B)[new]</u>	CLARITY/ HISTORICAL ACCURACY	<u>explain the significance of the September 11, 2001 terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including the Global War on Terror in Afghanistan and Iraq and the decline of civil liberties due to the PATRIOT Act concerns and public response (H, G/Civ);</u>

	A	B	C	E
1	Citation	Original	Rationale	Amendments
2	<u>WH 1(A)</u>	<u>identify characteristics of prehistory and history (H);</u>	SPECIFICITY	<u>identify characteristics of prehistory and history including <u>writing, settlements, and government</u> (H);</u>
3	<u>WH 1(B)</u>	<u>describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);</u>	SPECIFICITY	<u>describe how <u>development of agriculture during</u> the Neolithic Revolution led to permanent settlements and the growth of early civilizations (H, Geo/C, E);</u>
4	<u>WH 1(C)</u>	<u>compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, China, and Mesoamerica (Geo/C); and</u>	SPECIFICITY/ HISTORICAL ACCURACY	<u>compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, Indus Valley, <u>China, and Mesoamerica</u> including <u>settlement patterns and farming</u>(Geo/C); and</u>
5	<u>WH 1(D)</u>	<u>define primary and secondary sources and geographic tools used by historians (S).</u>	SPECIFICITY	<u>define primary and secondary sources and <u>identify</u> geographic tools used by historians <u>including maps and GIS</u> (S).</u>
6	<u>WH 2(B)</u>	<u>identify the contributions of ancient Hebrews, including <u>monotheism, biblical text, moral and ethical teachings, which influenced the development of Western civilizations, including the United States</u> (H, G/Civ, Geo/C).</u>	HISTORICAL ACCURACY	<u>identify the contributions of ancient Hebrews, including <u>monotheism, moral and ethical teachings found in the Torah biblical text, moral and ethical teachings</u>, which influenced the development of Western civilizations, including and the United States (H, G/Civ, Geo/C).</u>
7	<u>WH 3(B)</u>	<u>compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);</u>	SPECIFICITY/ REDUNDANT HISTORICAL ACCURACY	<u>compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);</u>

	A	B	C	E
8	<u>WH3(G)</u>	<u>describe important contributions of Greek civilizations, including philosophy, science, mathematics, government, the arts, architecture, and history, to Western civilizations and the United States (H, G/Civ, Geo/C, S); and</u>	SPECIFICITY/ REDUNDANT	<u>describe important contributions of Greek civilizations, scholars including philosophy, science, mathematics, government, the arts, architecture, and history, Socrates, Hippocrates, Pythagoras, and Heroditus to Western civilizations and the United States and identify contributions of art and architecture incouding the Parthenon (H, G/Civ, Geo/C, S); and</u>
9	<u>WH 3(H)</u>	<u>contrast ancient Greek political systems, including Athens and Sparta (H, G/Civ, Geo/C, S).</u>	SPECIFICITY/ REDUNDANT	<u>contrast ancient Greek political systems, including Athens and Sparta including government and democratic processes (H, G/Civ, Geo/C, S).</u>
10	<u>WH 4(C)</u>	<u>assess the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts, to Western civilizations and the United States (G/Civ, Geo/C);</u>	SPECIFICITY/ MEASURABLE VERB	<u>assess identify the contributions of the Romans, including republicanism, Roman law, architecture, and transmission of Greek culture and arts along the Roman Road, to Western civilizations and the United States (G/Civ, Geo/C);</u>
11	<u>WH 4(E)</u>	<u>explain the idea of self-governance found in ancient Roman texts which influenced the United States, including the inspiration of Cincinnatus to Washington, the structure of a republican government, and the influence of Cicero on the American founders (H, S); and</u>	REDUNDANT	<u>explain the idea of self-governance found in ancient Roman texts which influenced the United States, including the inspiration of Cincinnatus to Washington, the structure of a republican government, and the influence of Cicero on the American founders (H, S); and</u>

	A	B	C	E
12	WH 5(A)	<u>describe the origins of Christianity, foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity (H, Geo/C);</u>	SPECIFICITY	<u>describe the origins and early spread of Christianity, foundational beliefs from the Old and New Testaments, including the influence on morality in the West, and early growth of Christianity including the life and teachings of Jesus, Christianity's roots in Judaism, the role of apostles in spreading Christianity through the Roman Empire, and moral teachings from the Old and New Testaments that influenced Western civilization (H, Geo/C)</u>
13	WH 5(B)	<u>describe the persecution of Christians in the Roman empire beginning with Nero and explain the effect of the legalization of Christianity, including the conquests of Emperor Constantine, The Edict of Milan, the debates in the First Council of Nicaea, and The Nicene Creed (H, G/Civ, Geo/C, S); and</u>	REDUNDANT	<u>describe the persecution of Christians in the Roman empire beginning with Nero and explain the effect of the legalization of Christianity, including the conquests of Emperor Constantine, The Edict of Milan, the debates in the First Council of Nicaea, and The Nicene Creed (H, G/Civ, Geo/C, S); and</u>
14	WH 5(C)	<u>identify the contributions of Christianity to Western civilization and early America, including the Christianization of the Roman Empire, including the universality of human dignity (H, G/Civ, Geo/C, E, S).</u>	SPECIFICITY	<u>identify the contributions of Christianity to Western civilization and early America, including the universality of human dignity that resulted from the Christianization of the Roman Empire, including the universality of human dignity (H, G/Civ, Geo/C, E, S).</u>

	A	B	C	E
15	WH 7(B)	<u>describe important political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties, including the conquest of Southern China, the spread of Buddhism along the Silk Road, and the inventions of the compass, gunpowder, and paper (Geo/C, S);</u>	SPECIFICITY	<u>describe important developments of Chinese dynasties including conquest of Southern China during the Qin dynasty, the spread of Buddhism along the Silk Road and the invention of paper during the Han dynasty, and the inventions of the compass and gunpowder during the Tang dynasty (Geo/C, S);</u>
16	WH 7(C)	<u>describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and</u>	REDUNDANT	describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and
17	WH 8(A)	<u>explain the contributions of the Byzantine Empire, including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain <u>how</u> the contributions of the Byzantine Empire <u>influenced later developments in Western civilization</u>, including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);</u>
18	WH 8(G)	<u>explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).</u>	HISTORICAL ACCURACY	<u>explain the interactions of Islam with Europe in the Middle Ages, including the Battle of the Tours (H, S).</u>
19	WH 9(C)	<u>explain developments of Western civilization, including The Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);</u>	SPECIFICITY	<u>explain <u>intellectual</u> developments of Western civilization, including The Great Schism of 1054, Roman and canon law, Romanesque and Gothic architecture, and the creation of universities (H, G/Civ, Geo/C);</u>

	A	B	C	E
20	<u>WH 9(D)</u>	<u>describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and</u>	SPECIFICITY	describe <u>the significance of technological advancements on daily life</u> developments, <u>including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and</u>
21	<u>WH 11(B)</u>	<u>describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and</u>	REDUNDANT HISTORICAL ACCURACY	describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and <u>expansion of the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and</u>
22	<u>WH 11(C)</u>	<u>describe how the Mongol Conquest unified China (H, G/Civ, Geo/C, E).</u>	SPECIFICITY	<u>describe how the Mongol Conquest unified China through conquering rival kingdoms and expanding trade (H, G/Civ, Geo/C, E).</u>
23	<u>WH 13(B)</u>	<u>explain key ideas and philosophies of the Enlightenment, including primacy of reason over superstition, natural rights, and describe the impact on political thoughts (H, G/Civ, Geo/C, E).</u>	SPECIFICITY	explain key ideas and philosophies of the Enlightenment, including primacy of reason over superstition, natural rights, and describe the impact- <u>influence of the Enlightenment on American</u> political thoughts (H, G/Civ, Geo/C, E).

	A	B	C	E
24	<u>WH 14(A)</u>	<u>describe the consolidation of nation-states ruled by European monarchs (H, G/Civ, Geo/C, E);</u>	SPECIFICITY	describe the consolidation of nation-states ruled by European monarch show European monarchs strengthened national governments by increasing royal power, collecting taxes, creating national armies, and unifying kingdoms including England, France, and Spain (H, G/Civ, Geo/C, E);
25	<u>WH 14(C)</u>	<u>describe the causes, key events, and consequences of the rise of English liberty, including the English Civil War, Glorious Revolution, and English Bill of Rights which later influenced the United States (H, G/Civ, Geo/C, S).</u>	SPECIFICITY	<u>describe the rise of English liberty, including the conflict between the monarchy and Parliament leading to the English Civil War, the progression of political change through the Glorious Revolution, and the establishment of rights in the English Bill of Rights and its influence on the United States (H, G/Civ, Geo/C, S);</u>
26	<u>WH 15(B)</u>	<u>analyze the impact of geography on Pre-Columbian civilizations (H, Geo/C, E, S).</u>	SPECIFICITY	analyze the impact effect of geography on Pre-Columbian civilizations <u>including agriculture and settlement patterns</u> (H, Geo/C, E, S).
27	<u>WH 16(A)</u>	<u>compare the causes of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);</u>	SPECIFICITY	compare the causes <u>motivations</u> of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);

	A	B	C	E
28	<u>WH 16(D)</u>	<u>describe the causal reasons that led slavery to emerge as a global institution, from warfare, raids, and participation in regional slave trading networks within African societies to the Mediterranean in relation to the Barbary Pirates, and to the Americas, including the Atlantic Slave Trade (H, G/Civ, Geo/C, E); and</u>	SPECIFICITY	<u>describe how slavery emerged and expanded as a global institution through warfare, raids, and regional slave trading networks in Africa, the Mediterranean world, and the Americas, including the role of the Barbary slave trade and the Atlantic Slave Trade (H, G/Civ, Geo/C, E);</u>
29	<u>WH 16(E) [new]</u>	<u>WH 16(E) [new]</u>		<u>explain how William Wilberforce's belief in the inherent dignity and rights of all people based on his Christian faith motivated his efforts to abolish the slave trade and influenced movements to end slavery around the world (H, G/Civ);</u>
30	<u>WH 17(B)</u>	<u>explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV (H, G/Civ, Geo/C, E);</u>	HISTORICAL ACCURACY	<u>explain the events of the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XIV^{XVI} (H, G/Civ, Geo/C, E);</u>
31	<u>USH 18(A)</u>	<u>explain the development of the Industrial Revolution, including factories, new energy sources, and urbanization (H, G/Civ, Geo/C, E);</u>	SPECIFICITY	<u>explain the development of the Industrial Revolution, including factories, new energy sources, and urbanization, and the growth of the United States as a melting pot in which people from diverse backgrounds contributed to a shared American society (H, G/Civ, Geo/C, E);</u>
32	<u>WH 19(A)</u>	<u>describe political changes in 19th century England, including suffrage reform and democratization (H, G/Civ, Geo/C, S);</u>	SPECIFICITY	<u>describe how Enlightenment ideas led to political changes in 19th century England, including suffrage reform and democratization (H, G/Civ, Geo/C, S);</u>

	A	B	C	E
33	<u>WH 20(C)</u>	<u>locate and describe imperial expansion in 19th-century Asia and Oceania (H, G/Civ, Geo/C, E, S);</u>	SPECIFICITY/ REDUNDANT	<u>locate and describe imperial expansion in 19th-century Asia and Oceania (H, G/Civ, Geo/C, E, S);</u>
34	<u>WH 20(D)</u>	<u>explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference (H, G/Civ, Geo/C, E); and</u>	SPECIFICITY/ REDUNDANT	<u>explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference</u> <u>how competition for land, natural resources, and political power among European nations led to the Berlin Conference and increased imperial expansion in 19th-century Africa (H, G/Civ, Geo/C, E);</u>
35	<u>WH 21(B)</u>	<u>identify key events on the western front and describe innovations, including trench warfare and improvements in battlefield trauma care during WWI (H, G/Civ, Geo/C, E, S);</u>	SPECIFICITY HISTORICAL ACCURACY	<u>explain how trench warfare on the Western Front during World War I led to prolonged stalemate, high casualties, and innovations in military technology and battlefield trauma care (H, G/Civ, Geo/C, E, S);</u>
36	<u>WH 23(B)</u>	<u>explain the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict (H, G/Civ, Geo/C, E).</u>	SPECIFICITY	<u>explain the conflict in China between Nationalists and the Chinese Communist Party and consequences of the conflict including the establishment of communism under Mao (H, G/Civ, Geo/C, E).</u>
37	<u>WH 24(A)</u>	<u>explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, and economic depression, and the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);</u>	SPECIFICITY	<u>explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, and economic depression, and Pearl Harbor as the specific causes for the U.S. entry into the war (H, G/Civ, Geo/C, E);</u>

	A	B	C	E
38	<u>WH 24(C)</u>	<u>explain the causes and consequences of the Holocaust, including Nazi genocide of the Jews and the creation of the modern state of Israel (H, G/Civ, Geo/C).</u>	SPECIFICITY	<u>define the Holocaust as the systemic, bureaucratic, state sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators (H);</u>
39	<u>WH 24(D) [new]</u>	<u>WH 24(D) [new]</u>	HISTORICAL ACCURACY	<u>explain the main causes of the Holocaust, including antisemitism (H);</u>
40	<u>WH 24(E) [new]</u>	<u>WH 24(E) [new]</u>	HISTORIC ACCURACY	<u>identify the consequences of the Holocaust including demographic and cultural shifts and the creation of the term “genocide” (H);</u>
41	<u>WH 24(F) [new]</u>	<u>WH 24(F) [new]</u>	HISTORIC ACCURACY	<u>explain how Israel, the ancestral home of the Jewish people, was established in 1948 by the United Nations (H).</u>
42	<u>WH 25(B)</u>	<u>describe Western Europe's postwar history, including the Truman Doctrine, the Marshall Plan, American-led free trade system, and the creation of international organizations, including the United Nations, North Atlantic Treaty Organization (NATO), and the European Union (H, G/Civ, Geo/C, E, S);</u>	CLARITY HISTORICAL ACCURACY	describe Western Europe's postwar history-how containment led to , including the Truman Doctrine, the Marshall Plan, American-led free-trade system, and the creation of international-organizations, including the United Nations, and North Atlantic Treaty Organization (NATO), and the European Union (H, G/Civ, Geo/C, E, S);

	A	B	C	E
43	<u>WH 26(C)</u>	<u>describe the course of the Korean Conflict, including the alliances of each side, the involvement of the United Nations and the United States to end the conflict, allegations of war crimes, and signing of the Korean Armistice Agreement, which resulted in the creation and maintenance of the Demilitarized Zone (DMZ) (H);</u>	SPECIFICITY/ CLARITY/ SEE WH 26(D)	<u>describe major events of the Korean Conflict, including the North Korean invasion of South Korea, the Battle of Inchon, Chinese intervention, and the signing of the Korean Armistice Agreement (H);</u>
44	<u>WH 26(D)[new]</u>	<u>WH 26(D)</u>	CLARITY/ SEE WH 26(C)	<u>explain the outcomes of the Korean Conflict, including the establishment and continued maintenance of the Demilitarized Zone (DMZ), the division of Korea into North and South Korea, and continued tensions on the Korean Peninsula (H, G/Civ, Geo/C);</u>

	A	B	C
1	Original	Rationale	Amendment
2	(1) <u>History of Economic Thought. The student understands economics. The student is expected to:</u>	Structure/ Organization	(1) <u>History of Economic Thought. The student understands the history and theories of economics. The student is expected to:</u>
3	(A) <u>define economics (E); and</u>		
4	(B) <u>identify the relationship between virtue, including trust, courage, and justice, with individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S).</u>		
5	(2) <u>History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).</u>	Structure/ Organization	(2) History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to (C) <u>compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S).</u>
6	(3) <u>History of Economic Thought. The student understands classical economics. The student is expected to:</u>	Structure/ Organization	(3) History of Economic Thought. The student understands classical economics. The student is expected to:
7	(A) <u>describe classical economics (E);</u>	Structure/ Organization	(A) describe classical economics (E);-

	A	B	C
8	<u>(B) explain the principles of free enterprise described in An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S);</u>	Structure/ Organization	<u>(D)-(B) define classical economics and explain the principles of free enterprise described in An Inquiry into the Nature and Causes of the Wealth of Nations by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S);</u>
9	<u>(C) summarize the economic theories of Alexis de Tocqueville by using excerpts from Democracy in America (H, G/Civ, E, S); and</u>	Structure/ Organization	<u>(C) summarize the economic theories of Alexis de Tocqueville by using excerpts from Democracy in America (H, G/Civ, E, S); and</u>
10	<u>(D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).</u>	Structure/ Organization	<u>(E)-(D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).</u>
11	<u>(4) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:</u>	Structure/ Organization	<u>(4)-(2)History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:</u>

	A	B	C
12	<u>(A) explain how Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society. compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and</u>	Structure/ Organization	(A) explain how socialism is a step towards communism according to Marx (B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism
13	<u>(B) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).</u>	Structure/ Organization	(C) (B) <u>contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).</u>
14	<u>(5) History of Economic Thought. The student understands neoclassical economics. The student is expected to:</u>	Structure/ Organization	(5) <u>(3) History of Economic Thought. The student understands the ideas of limited government in neoclassical economics. The student is expected to:</u>
15	<u>(A) describe neoclassical economics (E); and</u>	Structure/ Organization	<u>(A) describedefine neoclassical economics (E); and</u>

	A	B	C
16	<u>(B) explain the basic ideas of neoclassical economics and how economists, including Friedrich Hayek and Milton Friedman, emphasized individual choice, market competition, and limited government intervention in the economy (H, E).</u>	Structure/ Organization	(B) explain how Friedrich Hayek emphasized individual choice, decentralized decision-making, and limited government intervention in the economy (H, E); (C) explain how Milton Friedman supported free-market economics through competition, consumer choice, and limited government involvement in the economy (H, E);
17	<u>(6) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).</u>	Structure/ Organization	(6) History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S).
18	<u>(7) Scarcity and Opportunity Cost (Micro). The student understands the role of capital in the production of goods and services. The student is expected to:</u>	Structure/ Organization	(7) (4) Scarcity and Opportunity Cost (Micro). The student understands the role of capital in the production of goods and services <u>how scarcity influences economic decisions and the role of factors of production in the creation of goods and services..</u> The student is expected to:

	A	B	C
19	<u>(A) explain the four factors of production, including land, labor, capital, and entrepreneurs (E);</u>	Structure/ Organization	<u>4.(C)-explain the four factors of production, including land, labor, capital, and entrepreneurs (E);</u>
20	<u>(B) explain types of capital, including physical capital and human capital (E);</u>	Structure/ Organization	(B) explain types of capital, including physical capital and human capital (E);
21	<u>(C) explain how the types of capital can produce goods and services (E, S);</u>	Structure/ Organization	<u>4.D-(C) explain how the types of capital can produce goods and services (E, S);</u>
22	<u>(D) define types of goods as durable, non-durable, consumer, and capital (E); and</u>	Structure/ Organization	<u>4.(E)(D) define types of goods as durable, non-durable, consumer, and capital and define services (E); and</u>
23	(E) define services (E);	Structure/ Organization	
24	<u>(8) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:</u>	Structure/ Organization	(8) Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:-
25	<u>(A) define economic opportunity (E); and</u>	Structure/ Organization	<u>4 (A) define economic opportunity (E); and</u>
26	<u>(B) explain scarcity in terms of opportunity cost (E).</u>	Structure/ Organization	<u>4 (B) explain scarcity in terms of opportunity cost (E).</u>

	A	B	C
27	<u>(9) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:</u>	Structure/ Organization	<u>(5) Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:</u>
28	<u>(A) determine the choices that involve opportunity cost and tradeoffs (E, S);</u>	Structure/ Organization	<u>(A) determine the explain how choices that involve opportunity cost and tradeoffs and result in opportunity cost in decision making (E, S);</u>
29	<u>(B) model the choices that involve opportunity cost and tradeoffs (E, S);</u>	Structure/ Organization	<u>(B) model the choices that involve opportunity cost and tradeoffs (E, S);</u>
30	<u>(C) describe Jevons, Menger, and Walras' conception of marginal analysis (E);</u>	Structure/ Organization	<u>(C) (E) describe Jevons, Menger, and Walras' the concept of marginal analysis (E);</u>
31	<u>(D) analyze how geographic relationships lead to the choices made by societies when they confront the condition of scarcity, using maps and graphs (Geo/C, E, S);</u>	Structure/ Organization	<u>(D) analyze how geographic relationships lead to the choices made by societies when they confront the condition of scarcity, using maps and graphs (Geo/C, E, S);</u>
32	<u>(E) determine ways societies answer the fundamental economic questions of what to produce (G/Civ, E, S);</u>	Structure/ Organization	<u>(B) (E) determine ways explain how societies answer the fundamental economic questions of what to produce when faced with scarcity and trade offs (G/Civ, E, S);</u>

	A	B	C
33	<u>(F) determine ways societies answer the fundamental economic question of how to produce (G/Civ, E, S); and</u>	Structure/ Organization	(C) (F) determine ways explain how societies answer the fundamental economic question of how to produce when faced with scarcity and trade offs (G/Civ, E, S); and
34	<u>(G) determine ways societies answer the fundamental economic question of for whom to produce (G/Civ, E, S).</u>	Structure/ Organization	(D)-(G) determine ways explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and trade offs (G/Civ, E, S).
35	<u>(10) Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:</u>	Structure/ Organization	(10) Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:-
36	<u>(A) define interest rates (E); and</u>	Structure/ Organization	(A) define interest rates (E); and-
37	<u>(B) explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).</u>	Structure/ Organization	(B) explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).-
38	<u>(11) Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:</u>	Structure/ Organization	(11) Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:-
39	<u>(A) explain how the production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E);</u>	Structure/ Organization	5.F (A) graph and explain how the a production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E);

	A	B	C
40	<u>(B) identify the factors that shift the production possibilities curve (E, S); and</u>	Structure/ Organization	(B) identify the factors that shift the production possibilities curve (E, S); and
41	<u>(C) create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).</u>	Structure/ Organization	(C) create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S).
42	<u>(12) Supply, Demand and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:</u>	Structure/ Organization	(6)-(12) <u>Supply, Demand, and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:</u>
43	<u>(A) define the laws of supply and demand (E);</u>	Structure/ Organization	
44	<u>(B) identify the determinants of supply and demand (E);</u>	Structure/ Organization	6.(B) identify the determinants that shift of <u>supply and demand (E);</u>
45	<u>(C) graph supply and demand to illustrate movement along the curve (G/Civ, E, S); and</u>	Structure/ Organization	6.(C) graph supply and demand to illustrate movement along and shifts in supply and demand curves the curve- <u>(G/Civ, E, S); and</u>
46	<u>(D) analyze economic data using supply and demand graphs (G/Civ, E, S).</u>	Structure/ Organization	6.(D) analyze economic data- explain shortages, surpluses, and equilibrium using supply and demand graphs (G/Civ, E, S).
47	<u>(13) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law (Jean-Baptiste Say) (E).</u>	Structure/ Organization	6.(E) -(13) Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law (Jean-Baptiste Say)-(E).

	A	B	C
48	(14) <u>Supply, Demand and Markets (Micro). The student understands the role of buyers and sellers. The student is expected to:</u>	Structure/ Organization	(7) (14) <u>Supply, Demand, and Markets (Micro). The student understands the role of buyers and sellers how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit. The student is expected to:</u>
49	(A) <u>explain the role of buyers and sellers in markets (E);</u>	Structure/ Organization	<u>7.B(A)</u> explain the role of buyers and sellers in markets (E);
50	(B) <u>define equilibrium price and identify determinants of change to equilibrium price (E, S); and</u>	Structure/ Organization	<u>6.(F) (B)</u> define equilibrium price and identify determinants of change to equilibrium price (E, S); and
51	(C) <u>explain the circular flow model (E).</u>	Structure/ Organization	<u>7.A (C)</u> explain the circular flow model (E).
52	(15) <u>Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:</u>	Structure/ Organization	(15) <u>Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:</u>
53	(A) <u>explain how scarcity influences supply, demand, and market prices (E);</u>	Structure/ Organization	<u>7.(C) (A)</u> explain how scarcity influences supply, demand, and market prices (E);
54	(B) <u>analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and</u>	Structure/ Organization	<u>14.E (B)</u> analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and
55	(C) <u>explain how price elasticity reflects how consumers and producers respond to changes in price (E).</u>	Structure/ Organization	<u>7.D (C)</u> explain how price elasticity reflects how consumers and producers respond to changes in price (E).

	A	B	C
56	<u>(16) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in the market economy (G/Civ, E).</u>	Structure/ Organization	7.(F) (16) Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in the market economy (G/Civ, E).
57	<u>(17) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:</u>	Structure/ Organization	(8)-(17) Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:
58	<u>(A) describe economic institutions in market economies (G/Civ, E);</u>	Structure/ Organization	(A) describe economic institutions the role of competition in market economies (G/Civ, E);
59	<u>(B) describe monopoly (E);</u>	Structure/ Organization	(B) describe the role of competition in a monopoly (E);
60	<u>(C) describe oligopoly (E);</u>	Structure/ Organization	(C) describe the role of competition in an oligopoly (E);
61	<u>(D) describe pure competition (E);</u>	Structure/ Organization	(D) describe the role of competition in pure competition (E);
62	<u>(E) describe market process (E);</u>	Structure/ Organization	(E) describe market process (E);
63	<u>(F) describe competition (E); and</u>	Structure/ Organization	(F) describe competition (E); and
64	<u>(G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).</u>	Structure/ Organization	(G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S).
65	<u>(18) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:</u>	Structure/ Organization	(9)-(18) Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:

	A	B	C
66	<u>(A) define the theory of the firm (E); and</u>	Structure/ Organization	<u>9 (A) define the theory of the firm (E); and</u>
67	<u>(B) define and apply the law of diminishing returns (E).</u>	Structure/ Organization	<u>9.(B) define and apply the law of diminishing returns (E).</u>
68	<u>(19) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:</u>	Structure/ Organization	<u>(19) Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:-</u>
69	<u>(A) describe how firms make decisions using game theory (E, S);</u>	Structure/ Organization	<u>9.C-(A) describe how firms make decisions using game theory (E, S);</u>
70		Structure/ Organization	<u>(B) describe short-run one-off game (E):-</u>
71		Structure/ Organization	<u>(C) describe prisoner's dilemma game (E); and-</u>
72		Structure/ Organization	<u>(D) describe long-run games (E):-</u>
73	<u>(20) Microeconomics of Public Policy (Micro). The student understands public goods and services. The student is expected to:</u>	Structure/ Organization	<u>(10) (20) Microeconomics of Public Policy (Micro). The student understands public goods and services how government actions influence markets, including public goods and services, competition, regulation, incentives, and taxation. The student is expected to:</u>
74	<u>(A) identify public goods and services (E); and</u>	Structure/ Organization	<u>10.(A) identify public goods and services (E); and</u>

	A	B	C
75	<u>(B) evaluate how and why individuals make choices regarding their use of public goods and services (G/Civ, E, S).</u>	Structure/ Organization	<u>10.(B) analyze explain</u> factors that influence individuals' use of public goods and services, including cost, access, and benefit to the community (G/Civ, E, S
76	<u>(21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).</u>	Structure/ Organization	<u>(21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to 10.(C) describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).</u>
77	<u>(22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of government wage and price controls on individuals and firms (G/Civ, E, S).</u>	Structure/ Organization	<u>10.(D) (22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of explain how government policies on influencing wage, including minimum wage, and price controls on affect behaviors of individuals and firms (G/Civ, E, S).</u>

	A	B	C
78	<u>(23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain the moral hazard problem in public policy (G/Civ, E).</u>	Structure/ Organization	10.(E) (23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain how the moral hazard problem in public policy changes behavior and risk taking when firms and individuals are protected by government action (G/Civ, E).
79	<u>(24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic factors contribute to natural monopolies (Geo/C, E, S).</u>	Structure/ Organization	10.F (24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic identify factors that contribute to natural monopolies including infrastructure costs and economies of scale (Geo/C, E, S).
80	<u>(25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:</u>	Structure/ Organization	(25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:-
81	<u>(A) define examples of sales tax (G/Civ, E);</u>	Structure/ Organization	10.G (A) define examples of sales, income, property tax, and excise tax (G/Civ, E);
82	<u>(B) define income tax (G/Civ, E);</u>	Structure/ Organization	(B) define income tax (G/Civ, E);-
83	<u>(C) define property tax (G/Civ, E);</u>	Structure/ Organization	(C) define property tax (G/Civ, E);-
84	<u>(D) define excise tax (G/Civ, E); and</u>	Structure/ Organization	(D) define excise tax (G/Civ, E); and-

	A	B	C
85	<u>(E) describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).</u>	Structure/ Organization	10.(H)-(E) <u>describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).</u>
86	<u>(26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).</u>	Structure/ Organization	(26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).
87	<u>(27) Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:</u>	Structure/ Organization	(11) (27) <u>Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:</u>
88	<u>(A) describe the basic functions of money (E);</u>	Structure/ Organization	<u>11.(A) describe the basic functions of money (E);</u>
89	<u>(B) describe the attributes of money (E);</u>	Structure/ Organization	<u>11.(B) describe the attributes of money (E);</u>
90	<u>(C) compare commodity money, representative money, and fiat money (E, S); and</u>	Structure/ Organization	<u>11.(C) compare commodity money, representative money, and fiat money (E, S); and</u>
91	<u>(D) determine the relationship between commodity, representative, and fiat monies and opportunity cost (E).</u>	Structure/ Organization	<u>11.(D) determine the relationship between identify opportunity cost in using commodity, representative, and fiat monies and opportunity cost (E).</u>

	A	B	C
92	<u>(28) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to describe the purpose of the Federal Reserve System in setting monetary policy (G/Civ, E).</u>	Structure/ Organization	<u>(13)-(28) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to describe the purpose, goals, and tools of the Federal Reserve System in setting monetary policy (G/Civ, E).</u>
93	<u>(29) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:</u>	Structure/ Organization	<u>(29) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:-</u>
94	<u>(A) define price stability (E); and</u>	Structure/ Organization	<u>13.(A) define monetary policy and explain define price stability (E); and</u>
95	<u>(B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E).</u>	Structure/ Organization	<u>(B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E):-</u>
96	<u>(30) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:</u>	Structure/ Organization	<u>(30) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:-</u>
97	<u>(A) define full employment (E); and</u>	Structure/ Organization	<u>(A) 13.C define full employment (E); and</u>
98	<u>(B) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E).</u>	Structure/ Organization	<u>(B) explain the role of the Federal Reserve in maintaining full employment and price stability (G/Civ, E).</u>

	A	B	C
99	<u>(31) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:</u>	Structure/ Organization	(31) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:-
100	<u>(A) define money supply (E);</u>	Structure/ Organization	<u>(C) (A) define money supply (E);</u>
101	<u>(B) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S);</u>	Structure/ Organization	<u>(D) (B) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S);</u>
102	<u>(C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).</u>	Structure/ Organization	<u>(E) (C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).</u>
103	<u>(32) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:</u>	Structure/ Organization	<u>(14) (32) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:</u>
104	<u>(A) explain major revenue and expenditure categories (E); and</u>	Structure/ Organization	<u>14 (A) explain major revenue and expenditure categories (E); and</u>
105	<u>(B) explain the government's role in taxation (G/Civ, E).</u>	Structure/ Organization	<u>14 (B) explain the government's role in taxation (G/Civ, E).</u>

	A	B	C
106	<u>(33) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:</u>	Structure/ Organization	(33) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:-
107	<u>(A) explain budget deficits and surpluses (G/Civ, E);</u>	Structure/ Organization	<u>14.C (A) explain define and identify the difference between budget deficits and surpluses (G/Civ, E);</u>
108	<u>(B) distinguish between budget deficit and debt (G/Civ, E, S);</u>	Structure/ Organization	(B) distinguish between budget deficit and debt (G/Civ, E, S);-
109	<u>(C) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); and</u>	Structure/ Organization	<u>14.D (C) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); and</u>
110	<u>(D) analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S).</u>	Structure/ Organization	(D) analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S).-
111	<u>(34) Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:</u>	Structure/ Organization	(34) Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:-
112	<u>(A) analyze Keynesian economics using primary and secondary sources (H, E, S); and</u>	Structure/ Organization	<u>14.F (A) analyze explain how Keynesian economics using primary and secondary sources fiscal policy to stabilize the economy through aggregate demand (H, E, S); and</u>
113	<u>(B) describe supply-side economics (E).</u>	Structure/ Organization	<u>14.E (B) describe supply-side economics (E).</u>

	A	B	C
114	<u>(35) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:</u>	Structure/ Organization	<u>(12)(35) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:</u>
115	<u>(A) identify the components of Gross Domestic Product (GDP) (E, S);</u>	Structure/ Organization	<u>12(B)(A) identify the components of Gross Domestic Product (GDP) (E, S);</u>
116	<u>(B) identify the determinants of aggregate supply and aggregate demand (E);</u>	Structure/ Organization	<u>12.(F)(B) identify the determinants of aggregate supply and aggregate demand (E); 12.</u>
117	<u>(C) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);</u>	Structure/ Organization	<u>12.G(C) interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);</u>
118	<u>(D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);</u>	Structure/ Organization	<u>12.(H)(D) determine how changes in aggregate supply and aggregate demand impact the economy (E, S);</u>
119	<u>(E) identify the types of unemployment as structural, frictional, cyclical (E);</u>	Structure/ Organization	<u>12.(C)(E) identify the types of unemployment as structural, frictional, and cyclical (E);</u>
120	<u>(F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);</u>	Structure/ Organization	<u>12.(I)(F) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);</u>
121	<u>(G) describe inflation and its causes (E);</u>	Structure/ Organization	<u>12.(D)(G) describe inflation and its causes (E);</u>

	A	B	C
122	<u>(H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and</u>	Structure/ Organization	<u>12.(E) (H) determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and</u>
123	<u>(I) explain imprecision in economic measurement (E).</u>	Structure/ Organization	<u>12.(J)(I) explain imprecision in economic measurement (E).</u>
124	<u>(36) National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).</u>	Structure/ Organization	<u>(36) National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to 12.(A) explain the factors in the country's overall level of income, employment, and prices (G/Civ, E).</u>
125	<u>(37) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:</u>	Structure/ Organization	<u>(15)-(37) Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:</u>
126	<u>(A) label the business cycle model (E, S);</u>	Structure/ Organization	<u>(A) label the business cycle model (E, S);</u>
127	<u>(B) explain the factors in productivity increase (E);</u>	Structure/ Organization	<u>(C)-(B) explain the factors in productivity increase (E);</u>
128	<u>(C) explain the factors in worker earnings (E);</u>	Structure/ Organization	<u>(D) (C) explain the factors in worker earnings (E);</u>
129	<u>(D) explain technological advances (E);</u>	Structure/ Organization	<u>(E) (D) explain technological advances (E);</u>

	A	B	C
130	<u>(E) explain entrepreneurship, entrepreneurial ventures and their effects (E);</u>	Structure/ Organization	<u>(F) (E) explain entrepreneurship, entrepreneurial ventures and their effects (E);</u>
131	<u>(F) determine the relationship between calculated risk and the economy (E, S);</u>	Structure/ Organization	<u>(G) (F) determine the relationship between calculated risk and the economy (E, S);</u>
132	<u>(G) determine the relationship between creative destruction and the economy (E, S);</u>	Structure/ Organization	<u>(H) (G) determine the relationship between creative destruction and the economy (E, S);</u>
133	<u>(H) determine the relationship between centralized capital spending and the economy (G/Civ, E, S); and</u>	Structure/ Organization	<u>(I) (H) determine the relationship between centralized capital spending and the economy (G/Civ, E, S); and</u>
134	<u>(I) determine the relationship between productivity and the economy (E, S).</u>	Structure/ Organization	<u>(B) (I) determine the relationship between productivity and the economy (E, S).</u>
135	<u>(38) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:</u>	Structure/ Organization	<u>(16) (38) Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:</u>
136	<u>(A) define public choice theory (G/Civ, E);</u>	Structure/ Organization	
137	<u>(B) apply economic principles to analyze government decision-making (G/Civ, E, S); and</u>	Structure/ Organization	<u>(B) apply economic principles to analyze government decision-making (G/Civ, E, S); and</u>
138	<u>(C) describe how government officials act as rational actors (G/Civ, E).</u>	Structure/ Organization	<u>(B) (C) describe how government officials act as rational actors (G/Civ, E).</u>

	A	B	C
139	<u>(39) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:</u>	Structure/ Organization	<u>(17) (39) International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:</u>
140	<u>(A) explain the concept of comparative advantage in trade (G/Civ, E, S);</u>		
141	<u>(B) explain the advantages and consequences of trade (E, S);</u>		
142	<u>(C) determine the effect of trade barriers on trade (G/Civ, E);</u>		
143	<u>(D) define the balance of trade (E);</u>		
144	<u>(E) evaluate labor productivity trends on trade (E, S); and</u>		
145	<u>(F) evaluate the role of exchange rates on trade using economic data (E, S).</u>		
146	<u>(40) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:</u>	Structure/ Organization	<u>(40) Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:-</u>
147	<u>(A) evaluate the role of voluntary exchange in free enterprise (E); and</u>	Structure/ Organization	<u>18.(A) evaluate the role of voluntary exchange in free enterprise (E); and</u>
148	<u>(B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S).</u>	Structure/ Organization	<u>18.(B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S).</u>

	A	B	C
149	<u>(41) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:</u>	Structure/ Organization	<u>(18) (41) Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:</u>
150	<u>(A) define the competitive nature of free enterprise (E);</u>	Structure/ Organization	<u>18.(C) (A) define the competitive nature of free enterprise (E);</u>
151	<u>(B) describe the effects of intellectual property protections (G/Civ, E, S);</u>	Structure/ Organization	<u>18.(F) (B) describe the effects of intellectual property protections (G/Civ, E, S);</u>
152	<u>(C) define consumer sovereignty (E);</u>	Structure/ Organization	<u>18.(D) (C) define consumer sovereignty (E);</u>
153	<u>(D) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);</u>	Structure/ Organization	<u>18.(E) (D) describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);</u>
154	<u>(E) evaluate the costs of government policies (G/Civ, E);</u>	Structure/ Organization	<u>18.(I) (E) evaluate the costs of government policies (G/Civ, E);</u>
155	<u>(F) compare central planning to the free enterprise system (G/Civ, E);</u>	Structure/ Organization	<u>18.(G) (F) compare central planning to the free enterprise system (G/Civ, E);</u>
156	<u>(G) compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);</u>	Structure/ Organization	<u>18.(H) (G) compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);</u>

	A	B	C
157	<u>(H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical transformations of economies (H, Geo/C, E, S); and</u>	Structure/ Organization	(H) analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical transformations of economies (H, Geo/C, E, S); and
158	<u>(I) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).</u>	Structure/ Organization	<u>18.(J) (H) evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).</u>