

KINDERGARTEN

AMEND: 5(c) 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).

TO: 5(c) - Explain that the Mayflower Compact was an agreement **among the men on the ship** to work together, choose leaders, and follow rules, based on ~~Christian~~ their values, ~~for the good of the community~~.

2ND GRADE

AMEND: 2(c) identify the Hebrews in the Middle East as people who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);

TO: 2(c) identify ~~the Hebrews in the Middle East as ancient~~ peoples who had written laws that taught moral responsibility (H, G/Civ, Geo/C, E, S);

AMEND: Grade 2, 2(g) - 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).

TO: 2(g) - Identify ~~the continent of Africa on a map, locate~~ ancient African ~~kingdoms~~ civilizations, including ~~Mali~~, Egypt and Kingdom of Kush, ~~the Nok of West Africa; and Djenne-Djenno on the Niger River; and other Nile River Valley civilizations, and describe~~ African ~~understand~~ contributions to writing, law, trade, art, ~~and~~ agriculture, and ~~the tradition of~~ oral history (H, G/Civ, Geo/C, E, S).

GRADE 4

AMEND: 2 (c) - identify how Mansa Musa's wealth from gold, salt, and the slave trade later inspired worldwide exploration and trade in the Western Hemisphere (H, Geo/C);

TO: 2 (c) - Describe Mansa Musa of Mali and the wealth of the West African gold and salt trade, and explain how reports of West African gold attracted European interest in trade and exploration (H, Geo/C)

6TH GRADE

AMEND: describe the relationship between Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname (H, Geo/C)

TO: describe ~~the relationship between~~ Harriet Tubman's role in the Underground Railroad to help enslaved people escape to freedom **and explain why she is known as the “Moses of her people”** ~~and the role of Moses who led the Israelites in the biblical story of the Exodus that inspired Tubman's nickname~~ (H, Geo/C)

9A

AMEND: define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);

TO: Analyze the significance of Reconstruction, including federal efforts to rebuild the nation, the political, economic, and social advancements of freedpeople, and the rise of organized violence and intimidation in the former Confederacy. ~~define Reconstruction as the period after the Civil War when the United States, including Texas, worked to rebuild the nation (H);~~

9D

AMEND: identify that 14th amendment, ~~which~~ gave citizenship to formerly enslaved people born or naturalized in the U.S.(G/Civ);

TO: identify that 14th amendment, ~~which~~ gave citizenship to formerly enslaved people born or naturalized in the U.S. and established that no state may deprive any person of life, liberty, or property without due process of law (G/Civ);

9H

AMEND: 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);

TO: compare the opportunities provided to African Americans by the Freedmen's Bureau to the limitations set by ~~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);~~

10B

AMEND: describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress (H, G/Civ);

TO: describe the participation of Texas citizens in the Civil Rights Movement, including the efforts of Barbara Jordan, the first African American woman elected to Congress and James Farmer, the co-founder of the Congress for Racial Equality (H, G/Civ);

11G

AMEND: ~~describe~~ the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the social-status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

TO: analyze ~~describe~~ the effects of Plessy v. Ferguson and the rise of Jim Crow segregation on the ~~social~~ legal and political status of African Americans in Texas after Reconstruction (H, G/Civ, Geo/C, E, S); and

7TH GRADE

AMEND:16 (a) - explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

TO: 16 (a) - ~~explain describe~~ the September 11, 2001, terrorist attacks ~~motivated by radical Islam~~ carried out by al-Qaeda, and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

UNITED STATES HISTORY

11.H

AMEND: describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), and the Great Migration (G/Civ, E).

TO: describe the status of civil rights in the United States after the Civil War, the impact of the *Plessy v. Ferguson* decision, the leadership of Ida B. Wells, the differing approaches of Booker T. Washington and W. E. B. Du Bois, the creation of the National Association for the Advancement of Colored People, and the causes and effects of the Great Migration (G/Civ, E)..

15 F

AMEND: explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act, the Voting Rights Act, and Title IX,(H, G/Civ);

TO: explain key civil rights reforms, including Sweatt v. Painter, the Civil Rights Act of 1964, the Voting Rights Act, ~~and Title IX~~, and the Immigration and Naturalization Act of 1965 (H, G/Civ);

AMEND: 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);

TO: identify the significance of leaders and movements during the Civil Rights movement, including Thurgood Marshall, Barbara Jordan, Hector P. Garcia, SNCC, CORE, and Selective Buying Campaigns across the southern United States (H, G/Civ);

NEW 15 H

analyze the political, legal, and social obstacles faced by civil rights advocates in the 1950s and 1960s, including physical violence, economic retaliation, and the efforts of George Wallace, Orval Faubus, and the Congressional bloc of southern Democrats to maintain the status quo;

15 H NOW 15 I

PLEASE LET MY AMENDMENT ALONE

identify the ideals of self-respect, self-determination, self-reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S); (I heqrd it was going to be moved to be stricken)

AMEND: explain changes in American society in the 1960s and 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

TO: explain changes in American society in the 1960s and 1970s, including the Great Society, **Title IX**, mass media, the loss of trust in government because of Watergate, and the oil embargo (G/Civ, Geo/C, E); and

UNITED STATES GOVERNMENT

13E

AMEND: identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);

TO: identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, ~~cabinet members, and supreme court justices~~ and explain the appointment and confirmation process for cabinet members and Supreme Court justices. (G/Civ);

13G

AMEND: explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide, and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).

TO: ~~explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide~~ Analyze the function and impact of the Electoral College, and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).

18C

AMEND: explain how representative districts are crafted, including use of the census and the process of reapportionment, using demographic patterns (G/Civ, Geo/C, S); and

TO: explain how representative districts are crafted, including use of the census and the process of reapportionment, **redistricting, and the political and legal debates surrounding gerrymandering** using demographic patterns (G/Civ, Geo/C, S); and

WORLD HISTORY

2(ADD A NEW “C)

TO READ

(C) identify the role of ancient Egypt, Phoenicia, and Persia in shaping trade networks, writing systems, and systems of government across the ancient world;

15 A

AMEND: identify key features of Pre-Columbian civilizations, including Aztec tribute systems, human sacrifice and cannibalism rituals, and city-states; Incan road networks and centralized rule and Taíno village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and

TO: identify key features of Pre-Columbian civilizations, including Aztec tribute systems, ~~human sacrifice and cannibalism rituals, and city-states~~; urban planning, agricultural innovation, and religious practices, Incan road networks ~~and centralized rule~~ administrative organization, and agricultural terracing; and Taíno village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and

16 D

AMEND: 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

TO: describe the causal reasons that led slavery to emerge as a global institution, including European demand for colonial labor, the role of African intermediaries in regional slave trading networks, the Middle Passage, and the development of race-based chattel slavery as a legal and economic institution in the Americas ~~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

THEN, STRIKE “16 E” COMPLETELY! (AMENDMENT)

20 D

AMEND: explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference and

(H, G/Civ, Geo/C, E);

TO: explain the causes and effects of imperial expansion in 19th-century Africa, including the Berlin Conference and the division of Africa without African participation, the Scramble for Africa, and the consequences for African peoples including displacement, forced labor, and the destruction of existing political structures (H, G/Civ, Geo/C, E); and

THEN, STRIKE “20 E” COMPLETELY! (AMENDMENT)

23A

AMEND: describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League, (H, G/Civ, Geo/C); and

TO: describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League, and Gandhi's development of nonviolent resistance (H, G/Civ, Geo/C); and

26G

AMEND: explain the political developments in Africa, including the consequences of decolonization, and the fall of apartheid in South Africa, (H, G/Civ, Geo/C, E).

TO: explain the political developments in Africa, including the consequences of decolonization, the leadership of Nelson Mandela, and the fall of apartheid in South Africa, and genocide in Rwanda (H, G/Civ, Geo/C, E).