

§XX.XX Social Studies, United States History Studies Since 1877 (One Credit), Adopted 2026.			
United States History Studies Since 1877 Too Little Content			
	Too Much Content	Just Right	
	SE stands for Student Expectation throughout this document.	Work Group Comments/Rationale	Content Advisor Recommendation
(a)	Implementation. The provisions of this section shall be implemented by school districts beginning with the 202X-202X school year.		
(b)	Introduction.		
(1)			
(2)			
(c)	Knowledge and Skills.		
<u>(1)</u>	Exploration. <u>Understand Exploration</u>		
(1)	Exploration. The pre-Columbian peoples of North America (Earliest migrations, Technologies available to American Indians)	Rationale: This topic is addressed below.	REJECT the Deletion
(B.)	Heterogeneous American Indian tribes (e.g. Social and political organizations, spirituality, culture)	Rationale: See above.	REJECT the Deletion
(2) (A)	Exploration. <u>Describe Exploration (French, Spanish, Dutch, and Swedish)</u> <u>SS Skill: (Geography- patterns and processes)</u>	Rationale: This should be a student expectation not a knowledge and skills statement. Suggested change to: <u>The students should understand reasons for exploration and colonization in America.</u>	ACCEPT using this suggested change: Describe the locations and reasons for European countries' exploration and colonization in America.

		Rationale: The strikethroughs allow a broader approach to exploration without too much specificity. To clarify: Add <u>European</u> exploration which is inclusive of all of these countries.	
(B)	<u>Identify</u> European adaptations to American Indian culture	Rationale: The word “adaptations” is unclear. Europeans did not adapt to culture; they had relationships with American Indians. Suggested change for clarification to “ <u>interactions with</u> ” in place of adaptations and culture should be plural i.e. “ <u>cultures</u> .” Rationale: Changing “culture” to plural allows for comparison as referenced above.	ACCEPT with rationale language: Identify European interactions with American Indian cultures.
(3) (2)	Colonial Life and Government. <u>Understand</u> English <u>English</u> colonies in North America	Rationale: Repetitive.	Recommend clarity for the K&S statement: The student understands colonial American life and government. The student is expected to:
(A)	<u>Compare</u> English Colonies in North America		Recommend clarity: Compare English Colonies in North America including geography, economics, governance, religious composition, and social structure.
(A) (B)	<u>Compare</u> Virginia settlement and <u>Plymouth Colony settlement</u> (e.g. Jamestown colony, House of Burgesses , and Indentured servitude and slavery)	Rationale: Streamlining colonies into one SE allows for comparison.	ACCEPT and change e.g. to including
(B)	Plymouth Colony (e.g. Mayflower Compact)		ACCEPT

(C)	<u>Explain the significance of</u> English colonies' self-rule (<i>House of Burgesses, Mayflower Compact</i>)	Rationale: The movement of House of Burgesses and Mayflower Compact was to separate from colonial settlement and establish the concept of self-rule.	ACCEPT
(D)	<u>Trace</u> English religious inheritance	Rationale: The phrase "religious inheritance" is vague. Suggested change to religious " <u>roots</u> " to facilitate vertical alignment to US Government.	ACCEPT: Recommend measurable verb and change inheritance to roots.
(E)	English political inheritance (e.g. common law, juries, and militia service)	Rationale: English political inheritance is founded in the principles of self-rule.	REJECT: change inheritance to roots and change e.g. to including
(F)	English colonies' wars (e.g. American Indian wars, French wars, American Indian displacements after defeat in war)	Rationale: Colonial wars are addressed in causes of the American Revolution below.	REJECT – Students need opportunity to understand this content during this course.
(G)	Society and culture in colonial America (e.g. Scots Irish and German immigration)	Rationale: The topic of Scots Irish and German lacks connection points in context of this course.	ACCEPT
(H)	Colonial Colleges	Rationale: Too much detail for this course.	ACCEPT
(I)	First Great Awakening	Rationale: This is a cause and intellectual influence of the American Revolution.	REJECT – Timeline does not match
(4) <u>(3)</u>	American Revolution. <u>Understand the American Revolution.</u>		
<u>(A)</u>	American Revolution. <u>Analyze</u> Political and economic factors that contributed to the American Revolution (<i>French and Indian War</i> and the role of George Washington, Overhaul of British Imperial policy from 1763 to 1775, Widespread ownership of property that fostered local self-government)	Rationale: Political and economic factors that contributed to the American Revolution should be broad. The stricken items are addressed below.	PARTIAL ACCEPTANCE: See suggested language Analyze political and economic factors that contributed to the American Revolution including <i>French and Indian War</i> , British Imperial policy, American resistance, broad ownership of property, and self-government.

(A)(B)	<u>Explain</u> Historical and intellectual influences on the American Revolution and the new American government (e.g. Bible, Greek and Roman thought, Protestant political theory , English common law, <u>First Great Awakening</u> , Enlightenment philosophy)	Rationale: Striking these items makes the topic manageable and teachable. Struck content can be woven into remaining influences. Rationale: The Bible can be woven into other topics such as both Great Awakenings.	REJECT and change e.g. to including
(B)	<i>Influence and ideas of key Americans (e.g. Thomas Jefferson, John Adams, Samuel Adams)</i>	Rationale: Moved to the topic “The role of individual patriots during the Revolutionary Era”.	REJECT
(C)	<u>Trace</u> Origins, meanings, and effects in history of the Declaration of Independence <u>SS Skills: Civic Thinking- multiple perspectives and civil discourse.</u>	Rationale: Striking the words “in history” allows focus on short term effects to fit with time constraints of course.	ACCEPT and Check the verb for measurable
(D)	<u>Explain</u> British policies (French and Indian War) and American resistance before 1775	Rationale: “British policies” is vague. Suggested clarification of “British policies” to: <u>“economic policies following the “.</u> The French and Indian War was moved to this SE because it causes the economic policies that led to American resistance including mercantilism.	Recommend Deleting to reduce content and avoid repetition.
(E)	<u>Describe</u> The Revolutionary War and the <u>explain</u> reasons for the American victory and the British defeat.		ACCEPT
(F)	<u>Identify</u> The role of individual patriots during the Revolutionary Era Influence and ideas of key Americans (e.g. <u>Thomas Jefferson, John Adams, Samuel Adams</u>)	Rationale: The role of individual patriots fit when combining from above. These individuals are key figures in the Revolution that represent pivotal moments and ideas in the American Revolution, guiding Americans to Independence. It is a recommendation that no names are added in order allow the student to develop mastery	REJECT Moved content in purple Recommend clarity in suggested language: Identify The role of individual patriots during the Revolutionary Era including George Washington and Nathaniel Greene

		during this course. Other important individuals are referenced in previous grade levels.	
(5) (4)	American Revolution. <u>Understand American Revolution- Adoption of the Constitution</u> (e.g. <i>Articles of Confederation (1781), Shay's Rebellion 1786-1787</i>)	Rationale: Suggested split of American Revolution into two knowledge and skills statements (First, "American Revolution" and second, "Adoption of Constitution") for clarity on key topic.	ACCEPT
(A)	<u>Explain the impact of</u> (e.g. <i>Articles of Confederation (1781), Shay's Rebellion 1786-1787, Northwest Ordinance (1787)</i>) (e.g. <i>Prohibiting slavery in territories north of Ohio River</i>).	Rationale: Moved "Articles of Confederation", "Shay's Rebellion" from key topic above to this SE to show effects of the challenges of a new nation and keep chronology.	ACCEPT
(A) (B)	<u>Describe the impact of Northwest Ordinance (1787)</u> (e.g. <i>Prohibiting slavery in territories north of Ohio River</i>).	Rationale: For clarity, the strikethrough to allow teachers to discuss full impact of the Northwest Ordinance, not just slavery. Northwest Ordinance was separated from above to keep chronology.	ACCEPT Purple REJECT red Change e.g. to including
(B) (C)	<u>Analyze</u> Constitutional Convention (e.g. James Madison, Connecticut Compromise or The Great Compromise, Rights of individuals and states, Slavery)	Rationale: The term "slavery" does not reflect the issue accurately. Recommend change of "slavery" to " <u>Issues Related to Slavery</u> " for clarity. SB 3 in 87 th Legislature states that students understand Fugitive Slave Act 1793 and must be included by statute. The Fugitive Slave Act is addressed in Article 4 Section 2 of the Constitution. Fugitive Slave Act of 1793 fits best with the topic "Key Developments Leading to the Civil War."	ACCEPT Change e.g. to including Change "slavery" to 3/5 compromise, fugitive slaves, and slave importation.
(C) (D)	<u>Explain</u> Debate over the ratification <u>Arguments of key Federalists, Arguments of key Anti-Federalists, Federalist Papers</u> (including 10, 39, 51, 68, 70, 78) <u>SS Skill: Civic Thinking- democratic processes</u>	Rationale: Combining federalist components streamlines the document. Recommend keeping the reading of Federalist Papers to high school US Government course. The Texas Education Code requires founding documents to be read.	ACCEPT

(D)	<i>Arguments of key Federalists</i>		ACCEPT
(E)	<i>Arguments of key Anti-Federalists</i>		ACCEPT
(F)	<i>Federalist Papers (including 10, 39, 51, 68, 70, 78)</i>		ACCEPT
(G)(E)	<u>Identify and explain</u> Bill of Rights. <u>SS Skill: Civic Thinking- due process</u>		ACCEPT Consider verbs for rigor
(6)(5)	New Nation. <u>Understand the New Nation.</u>		ACCEPT
(A)	Presidencies of George Washington, John Adams, and Thomas Jefferson <u>Explain</u> (e.g. Alien and Sedition Acts, Barbary War , Jefferson Embargo, Washington’s Farewell Address, Louisiana Purchase of 1803, <u>Marbury v. Madison (1803), judicial review</u>) <u>SS Skills: Civic Thinking- multiple perspectives and civil discourse.</u>	Rationale: The strikethroughs allow contextualization of this period. Rationale: This should be about evaluating key events of the early presidencies. Recommended change: <u>“Explain key events of the new nation.”</u>	REJECT deletion ACCEPT purple movement
(7)	Supreme Court Chief Justice John Marshall (e.g. Explain Marbury v. Madison (1803), judicial review)	Rationale: The name “Chief Justice John Marshall” was stricken for time constraints and he is implied in Marbury v Madison which was moved above because it is part of key events.	ACCEPT
(8)	Political developments which weakened or strengthened slavery during the founding generation	Rationale: The SE is vague without context or specific examples and is stricken through because slavery is mentioned above in Constitutional Convention. Note: Missouri Compromise is not explicitly named anywhere and is essential to understand expansion of slavery.	REJECT Add for clarity including the Missouri Compromise
(9)(B)	<u>Analyze the impact of</u> -War of 1812		ACCEPT with suggested wording

			Analyze the War of 1812 and its impact
(10)	Trace Emergence of a national American culture (Era of Good Feelings, Monroe Doctrine)	Rationale: Stricken due to time constraints. Era of Good Feelings, Emergence of National Culture is addressed in grade 6. Monroe Doctrine is addressed in 6 th and 7 th grade.	REJECT Add including in front of Era of Good....
(11) (6)	National Expansion and Reform. <u>Understand National Expansion and Reform.</u>	Rationale: The reforms are not mentioned in the following sub-topics.	ACCEPT
(A)	National Expansion and Reform (Era of Good Feelings, Monroe Doctrine, <u>Describe Andrew Jackson's presidency and explain</u> Rising levels of political participation and the expansion of suffrage in antebellum America.)	Rationale: National Expansion is struck because of redundancy. Note: The Indian Removal Act which is part of SB 3 and Trail of Tears is missing and is recommended to be included.	ACCEPT with suggested language <u>Describe Andrew Jackson's presidency and the Indian Removal Act and explain</u> Rising levels of political participation and the expansion of suffrage in antebellum America. Note: Add Nullification Crisis based on WG rationale in 8(B)
(A)(B)	<u>Trace</u> Westward expansion (e.g. Texas Revolution, Idea of Manifest Destiny, Texas Revolution, Mexican American War, Treaty of Guadalupe Hidalgo, California Gold Rush) <u>Explain Contribution of America's expansion to the Civil War</u> <u>SS Skill: Geography- patterns and processes</u>	Rationale: Removed list of topics to streamline. With verb and skill, these items will be covered.	REJECT deletions to maintain specificity ACCEPT purple movement of content
(B)	Explain Contribution of America's expansion to the Civil War	Rationale: This SE was moved to "Trace Westward Expansion" in order to illustrate cause and effect.	ACCEPT

(12) (7)	National Expansion and Reform. <u>Understand</u> Antebellum Economy, Society, and Culture (Transportation Revolution, Industrial Growth, Major scientific discoveries and technological innovations)	Rationale: The topic “Antebellum Economy, Society, and Culture” should be its own knowledge and skills statement for clarity because it is not related to expansion and reform.	ACCEPT
(A)	<u>Explain</u> (Transportation Revolution, Industrial Growth, Major scientific discoveries and technological innovations)	Rationale: “Transportation Revolution, industrial growth, and technological innovations” should be its own SE for clarity because it is not related to expansion and reform. “Major scientific discoveries” stricken in order to streamline for time.	ACCEPT
(A) (B)	<u>Describe</u> Southern slavery (e.g. Cotton gin and its effect on the economics of slavery, Domestic slave trade and westward expansion of slavery ; Slave life on plantations and farms across the South) <u>and explain</u> <u>Cotton gin and its effect on the economics of slavery, Domestic slave trade and westward expansion of slavery.</u>	Rationale: The order of the words were changed for clarity of verb intent.	ACCEPT
(B)	American education	Rationale: This was stricken due to time constraints of the course.	ACCEPT
(C)	<u>Explain</u> Religious trends (e.g. Second Great Awakening)	Rationale: The word “trends” seems inaccurate. Suggested change to <u>Movement</u> adds cohesion for societal change like women’s suffrage below.	ACCEPT
(D)	<u>Describe</u> Antebellum women’s suffrage movement (e.g. 1848 Seneca Falls convention, Susan B Anthony, Elizabeth Cady Stanton)		ACCEPT
(E)	National American culture (e.g. Literature, Art, and Music)	Rationale: In this course, there are time constraints that would not allow for student mastery of these topics. Note: These topics can be addressed in other content areas.	REJECT

(E)	<u>Trace Abolitionist movement</u>	Rationale: “Abolitionist movement” is a cultural reform movement that aligns with “women’s suffrage” and antebellum culture rather than “sectionalism.”	ACCEPT
(13) (8)	Sectionalism, Civil War, and Reconstruction. <u>Understand Sectionalism, Civil War, and Reconstruction</u>		ACCEPT
(A)	<u>Trace Abolitionist movement</u>		ACCEPT
(14) (A)	Sectionalism, Civil War, and Reconstruction. <u>Compare</u> North and South’s different economies and cultures (e.g. Role of slavery as the main cause of the divisions and eventual war)	Rationale: Economics and slavery were both main causes and interdependent which led to Civil War. The “role of slavery as the main cause the Civil War” could be clarified by using the language of the current student expectation: <u>“Explain the central role of the expansion of slavery in causing sectionalism, disagreements over states’ rights, and the Civil War.”</u> is the current rule text and in <u>chronological order (Grade 8.8.b)</u>	ACCEPT using rationale verbiage <u>“Explain the central role of the expansion of slavery in causing sectionalism, disagreements over states’ rights, and the Civil War.”</u>
(15) (B)	Sectionalism, Civil War, and Reconstruction. <u>Identify</u> Key developments leading to the Civil War (e.g. Fugitive Slave Act 1850, Lincoln Douglas Debates 1858) <u>SS Skill: Economics- analyzing economic concepts</u>	Rationale: Lincoln Douglass Debates are covered in the high school US Government course. Note: A notable absence is tariffs and Nullification Crisis. These are current TEKS in Grade 8.7.A “Analyze the impact of tariff policies on sections of the United States before the Civil War.” Grade 8.17.B “Explain the Constitutional issues arising over the issue of states’ rights including the Nullification Crisis and the Civil War.”	ACCEPT with conditions Change e.g. to including REJECT deletion of Lincoln Douglas Debate 1858
(16)	Sectionalism, Civil War, and Reconstruction. <u>Geography of Civil War</u>	Rationale: The “Geography of the Civil War” is tied closely to economics. This topic alone lacks context.	ACCEPT

(17)	Sectionalism, Civil War, and Reconstruction. Abraham Lincoln (e.g. Emancipation Proclamation 1863).	Rationale: The “Emancipation Proclamation of 1863” aligns with “Key Civil War Events” subtopic. Rationale : Strikethrough because Lincoln is part of Emancipation Proclamation.	ACCEPT
(18)	Sectionalism, Civil War, and Reconstruction. Identify Roles and policies of Civil War leaders (e.g. Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee)	Rationale: These individuals have been removed because their involvement is implied in pivotal moments and ideas during this era. They are also taught in other grade levels. Note: It is a recommendation that if names are kept, no additional names are added in order allow the student to develop mastery during this course. Other important individuals are referenced in previous grade levels.	REJECT
(19)(C)	Sectionalism, Civil War, and Reconstruction. Identify and explain Key Civil War battles and events . (Emancipation Proclamation 1863) <u>SS Skills: Historical Thinking- analyze documents as products of their time</u>	Rationale: “Key Civil War events” allow teachers the opportunity to explore a broad range of battles and events. Note: Emancipation Proclamation is part of SB 3.	ACCEPT with conditions REJECT deletion of battles and
(20)(D)	Sectionalism, Civil War, and Reconstruction. Explain Advantages that led to Union Victory Geography of Civil War <u>SS Skills: Geography- tools (map)</u>		ACCEPT
(21)(E)	Sectionalism, Civil War, and Reconstruction. Analyze Major effects of the Civil War Presidential and Radical Reconstruction, Jim Crow laws (Black Codes)	Note: SB 3 requires 13 th , 14 th 15 th amendments.	ACCEPT
(22)	Sectionalism, Civil War, and Reconstruction. Presidential and Radical Reconstruction.	Rationale: “Presidential and Radical Reconstruction” is an effect of Civil War and was moved above.	ACCEPT

(23)	Sectionalism, Civil War, and Reconstruction. <i>Jim Crow laws (Black Codes)</i>	Rationale: “Black Codes” are an effect of Civil War and are moved above. “Jim Crow laws” were moved to “Post Civil War Struggles of African Americans.”	ACCEPT
(24)(9)	Rise of Industrial America. <u>Understand the Rise of Industrial America</u> and the <i>Progressive Era</i> and Rise of Industrial America (Economy, religion, and culture)	Rationale: “The Rise of Industrial America” is the Gilded Age. Gilded Age problems lead to Progressive Era reforms and stays conceptually on domestic issues.	REJECT movement of purple content For clarity add suggested language Understand the Rise of Industrial America and the Gilded Age
(A)	<u>Explain</u> Economy, religion, and culture	Rationale: “The Rise of Industrial America” is the Gilded Age. The focus of this unit should be economics. The next unit references “Gilded Age Reforms and Progressive Policies.”, however, problems of Gilded Age are not identified. Without proper context, Progressive Era reforms will not lead to student mastery of content. Rationale: “Religion” is struck through because the romanettes below are primarily political issues not religious.	REJECT Deletion REJECT movement of “Economy” ACCEPT movement of “Culture” Add clarity “including the holiness movement and the social gospel”
(A)(B)	<u>Describe</u> Late 19th and early 20th century Immigration		ACCEPT
(B)(C)	<u>Describe</u> Westward migration after the Civil War and its effect on the American Indians		ACCEPT
(C)(D)	<u>Explain</u> Formation and goals of trade unions and third political parties during the Industrial era	Note: The formation of third political parties like the Grange and the Farmers’ reform creates background knowledge for the Great Depression and shows civic participation.	ACCEPT Agree that content in the note needs to be added.
(D)(E)	<u>Explain</u> <i>Origins of Progressivism and important proponents and opponents of Progressive reforms</i>	Rationale: B, C, and D were moved to this era because they naturally fit in “Industrial America” of the Gilded Age. These Progressive	For clarity move (E) under the K&S “the Progressive Era” suggested below

		reforms are the solution to the Gilded Age. They are domestic and lend to cause/ effect.	
(25)	Rise of Industrial America. Panama Canal		For clarity Add K&S statement called the “The Progressive Era”
(F) (F)	Progressive Era and World War I. Analyze Gilded Age Reforms and Progressive policies		ACCEPT
(G) (G)	Progressive Era and World War I. Trace Post-Civil War struggles of African Americans and women to retain and gain basic civil rights Jim Crow laws	Rationale: “Post Civil War struggles” was moved because it is historically accurate. Jim Crow fits in this time period, not Reconstruction. Note: The history of white supremacy is also in SB 3.	ACCEPT
(E)	America’s growing role in world affairs from the Civil War to 1914 (e.g. Purchase of Alaska from Russia, America’s growing influence in Hawaii leading to annexation, the Spanish American War	Rationale: “America’s growing role in world affairs” does not fit under the topic of “Industrial America” with economics, religion, and culture.	ACCEPT
(26) (10)	Progressive Era and World War I. Progressive Era and Understand World War I. Origins of Progressivism and important proponents and opponents of Progressive reforms	Rationale: Suggested change to “Age of Expansion and WW1” to capture SEs listed below. Domestic topics have been moved to “Industrial America”/ “Gilded Age”. In this topic, there is a focus on contributions of imperialism and World War I to America becoming a world power.	ACCEPT
(27)	Progressive Era and World War I. Gilded Age Reforms and Progressive policies		ACCEPT
(28)	Progressive Era and World War I. Post Civil War struggles of African Americans and women to retain and gain basic civil rights		ACCEPT

(A)	<u>Describe America's growing role in world affairs from the Civil War to 1914 (e.g. Purchase of Alaska from Russia, America's growing influence in Hawaii leading to annexation, the Spanish-American War Panama Canal</u>		ACCEPT Change e.g. to including
(29) (B)	Progressive Era and World War I. <u>Explain</u> American foreign policy during and after World War I	Rationale: Moving this SE shows the growing role of America in world affairs. Whereas "Industrial America" is domestic, these are foreign events that occur in the time period. The organization of this SE is what is conceptually understandable to the students with this division. Note: Open Door Policy is part of Spanish American War in reaching out in the wider world. Open Door Policy is in Current TEKS 11.15.c	ACCEPT Include note on open door policy
(30) (C)	Progressive Era and World War I. <u>Describe</u> America's economic and military contribution to Allied victory in World War I	Note: Treaty of Versailles is intended to be included as a part of foreign policy. Note: Also, noticeably missing is domestic policies during this time which show American patriotism.	ACCEPT Include note on domestic policies during this time.
(31) (11)	Interwar Period. <u>Understand Interwar Period</u> Domestic Issues in 1918—1929 (Post War radical unrest and the birth of the American Communist Party, Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots, Scopes Trial, Prohibition, Immigration and national immigration debates)		ACCEPT
(A)	<u>Describe Domestic Issues in 1918 – 1929 (Post War radical unrest and the birth of the American Communist Party, Ku Klux Klan and lynchings, Black Wall Street/Tulsa Race Riots, Scopes Trial, Prohibition, Immigration and national immigration debates)</u>		ACCEPT the purple moved content REJECT the deletion

	<u>SS Skill: Media Literacy- author, audience, purpose, historic context</u>		
(B) (B)	<u>Describe American culture and religion between 1914 and 1939 (e.g. Harlem Renaissance) Scopes Trial</u>	<p>Note: Many of these events are tangential to SB 24 including but not limited to history of and tactics used by communist movements in the United States, modern threats by communist ideologies, propaganda, and censorship.</p> <p>Note: SB 3 includes 19th amendment, and eugenics.</p> <p>Note: It is a recommendation to change immigration and national immigration debates to “<u>Red Scare</u>” in order to clarify intent of the SE.</p> <p>Note: Media Literacy Skill requires analysis of multiple documents and propaganda would be a good application.</p>	ACCEPT
(A) (C)	<u>Analyze Causes and consequences</u> of the global depression of the 1930s.	Rationale: “Scopes Trial” aligns to “American culture and religion” rather than domestic issues.	ACCEPT
	Describe American culture and religion between 1914 and 1939 (e.g. Harlem Renaissance) Scopes Trial,	Rationale: The New Deal is not a consequence, but rather a response to the Great Depression. Recommended change to “ <u>and responses to</u> ”.	ACCEPT
(32) (12)	World War II. Understand World War II World War II geography		ACCEPT
	World War II geography		
(33) (A)	World War II. Explain Contributions of Axis aggression to the start of World War II (Fascism in Germany and Italy, German and Japanese aggression)		ACCEPT

(34)(B)	World War II. Describe Major battles and events <i>World War II geography</i>		ACCEPT with conditions REJECT deletion of “battles including Iwo Jima, Normandy, and Midway”
(35)(C)	World War II. Explain Military contribution of important individuals and military units	Rationale: Geography is moved to this topic to give context to events. Rationale: Events give teachers opportunity to explore a broad range of battles and events. Note: Atomic Bomb is missing	ACCEPT
(36)(D)	World War II. Explain Key domestic events (Women and minorities in workforce, Bracero Program)		ACCEPT
(37)(E)	World War II. Describe America’s patriotic wartime culture and <i>patriotism</i>	Note: Executive Order 9066 needs consideration.	REJECT the purple movement
(38)(13)	Post war United States. Understand Post war United States <i>Factors that contributed to the Cold War</i>	Rationale: Not all culture was patriotic. Patriotism is part of informed patriotism objective 5 in the public education mission and goals.	ACCEPT
(A)	<u>Analyze</u> Factors that contributed to the Cold War <u>Historic Thinking Skill: continuity and change over time to explain causes evaluate...</u>		ACCEPT
(39)(B)	Post war United States. Explain Diplomatic and military policies of Presidents Truman Eisenhower (<i>Korean War</i>), Kennedy (<i>Cuban Missile Crisis</i>), Johnson, and Nixon <i>Vietnam War (Cuban Missile Crisis)</i> Geography skill		ACCEPT
	Post war United States. Korean War and Vietnam War		ACCEPT

(40)(C)	<p>Post war United States. Describe Domestic Cold War trends (Baby boom, GI Bill)</p> <p><u>The Modern Era. American culture between 1945</u></p>	<p>Rationale: Moving the “Korean War and Vietnam War” to the SE above provides context and streamlines the content.</p>	<p>ACCEPT with conditions using suggested language</p> <p>Describe Postwar American society and culture, including the Baby Boom and the GI Bill</p>
(41)	<p>Post war United States. Presidents Truman and Eisenhower</p>	<p>Rationale: The information in parentheses are not “Cold War Trends”. These are post war trends along with suburbs, interstate highway, cultures.</p> <p>Rationale: Culture starting in 1945 was moved to “Domestic Cold War trends” to create technological and cultural through line (spiral) i.e. radio, tv, computer and counterculture.</p> <p>Note: “American Culture between 1945” is part of a topic that ends in 2016. It was divided to show how post war/ modern culture spirals throughout the course to show student mastery.</p> <p>Note: It is recommended to spiral culture through the upcoming eras.</p>	
(42)(D)	<p>Post war United States. Explain Domestic anticommunism</p>	<p>Rationale: “Presidents Truman and Eisenhower” are stricken because they are redundant to policies named above.</p>	
(43)(E)	<p>Post war United States. Analyze Civil Rights movements (African American, Mexican American)</p> <p><u>SS Skill: Research and Inquiry- apply research methods for multiple perspectives</u></p>		

(44) (F)	Post war United States. <u>Explain</u> Space Race	Rationale: Voting Rights Act of 1965 and League of United American Citizens (LULAC) is part of SB 3. Note: Chicano movement is in SB 3 Note: American Indian Movement (AIM) is notably missing.	
(45) (G)	Post war United States. <u>Explain</u> Great Society		
(46) (H)	Post war United States. <u>Explain</u> The conservative movement and <i>Ronald Reagan</i>	Note: Great Society is a narrow way to teach the domestic events of the 1960's and 1970's. In the proposed Key Topics Document, grade 7, 7.B.iii states: "Great Society programs, mass media, television, and the cultural revolution of the 1960's and 70's." Moving this to High School US History helps develop the throughline for culture and technology in this course. Note: 26 th amendment in SB 3 is missing. Note: Consideration for inclusion: "Major 1960's and 1970's interdependent domestic/foreign events such as counterculture movements, complication of American reliance on oil, Watergate, Iran, rise of terrorism and anti-democratic regimes in Latin America."	
(47) (14)	The Modern Era. <u>Understand The Modern Era</u> <i>Ronald Reagan</i>	Note: SB 24 references the origins of communist guerilla movements in Latin America.	
(48) (A)	The Modern Era. <u>Describe</u> End of Cold War (Fall of the Berlin Wall and Soviet Empire)	Rationale: Reagan is the result of the conservative movement.	

(49) (B)	The Modern Era. <u>Explain</u> Key events of the Bush (I), Clinton, Bush (II) <u>(9/11)</u> , and Obama presidencies <u>(9/11)</u>	<p>Note: To continue with interdependent domestic and foreign events referenced in the 1960's and 1970's, the following events correspond to the listed presidents: Gulf War, NAFTA, Clinton's impeachment, 2000 election, 9-11, Afghanistan and Iraq wars, 2008 election and economic crisis, Affordable Care Act.</p> <p>Note: As stated in SBOE meetings, the past two presidents are not mentioned because of the issue between contemporary issues versus history.</p>	
(50) (C)	The Modern Era. <u>Describe</u> Major economic and social trends		
(A) (D)	<u>Describe</u> Computer revolution <u>2016 (Internet, Social media)</u>	<p>Rationale: The "American culture ...2016" that references internet and social media aligns with computer revolution.</p> <p>Note: The 2016 date needs clarification to explain why it is selected.</p>	
(B)	Mass immigration and demographic changes (e.g. Immigration and Nationality Act of 1965)	Rationale: This topic was removed due to time constraints and may be more appropriate in demography of high school World Geography.	REJECT
(C)	Falling real wages for many workers	Rationale: Without context of the Recession of 2008, the topic does not express what is happening that led to the recession. This is too granular to stand alone. This topic fits with the full year high school Economics course.	ACCEPT

(D)	Weakened nuclear family	Rationale: This SE could be perceived as judgment on other types of families.	ACCEPT
(51)(E)	The Modern Era. American religion since 1945	Rationale: “American religion since 1945” is part of “Rise of Conservatism” topic above.	REJECT Add clarity with language American religion since 1945 including evangelical revival, civil rights movement, and secularization.
(52)	The Modern Era. American culture between 1945 and 2016 (Internet, Social media)		