

Amendment # 1

Grade 1

- (16) The Civil Rights Movement. The student understands stories of equality and justice. The student is expected to:
- (A) describe Claudette Colvin, ~~and~~ Rosa Parks, ~~and~~ Ruby Bridges as brave women who stood against unfair treatment ~~refused to give up their seats on a segregated bus to protest unfair laws~~ (H, G/Civ, S);
- (B) describe Dr. Hector P. Garcia as a leader in Texas who worked peacefully for equal rights for Hispanic Americans and veterans in Texas (H, G/Civ, S); and
- ~~(C) describe Ruby Bridges as a young African American student who bravely walked into an all-white school so that black and white children could learn together (H, G/Civ, S).~~

Amendment # 2

Grade 1

- (11) Abraham Lincoln and the Civil War. The student understands the role of Abraham Lincoln in the Civil War. The student is expected to:
- (A) ~~[recognize]~~ identify slavery as taking away people's freedom and forcing them to work without pay ~~[and]~~ in unfair and harmful conditions (H, S);
 - (B) identify that Africans were enslaved in the United States because of the color of their skin (H);
 - (C) describe how the country was divided over different views ~~on [of]~~ slavery, including people who supported slavery and people who did not, which led to the Civil War (H, S);
 - (D) retell ~~[, with adult assistance,]~~ events ~~[stories]~~ of Abraham Lincoln's life ~~[Lincoln]~~ using a timeline, including details about his childhood, his election as president, and his speech, the Gettysburg Address (H, S);
 - (E) identify Abraham Lincoln as the president who ended ~~[worked to end]~~ slavery and protected ~~[protect]~~ liberty for all people in America (H, G/Civ, S);
 - (F) locate Washington, D.C., on a map and identify the Lincoln Memorial in a picture (Geo/C, S); and
 - (G) explain that the Lincoln Memorial in Washington, D.C., is a landmark that honors Abraham Lincoln and has inspired many important speeches, including "I Have a Dream" by Martin Luther King, Jr. (H, G/Civ, Geo/C, S).

Grade 2

- (11) People of the Civil War. The student understands the causes, people, and events of the Civil War. The student is expected to:
- (A) identify a civil war as a war between citizens of the same country (H, G/Civ, Geo/C, S);
 - (B) identify the Union as states who remained in the United States (H, G/Civ, Geo/C, S);
 - (C) 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);
 - (D) identify ~~[, with adult assistance,]~~ the Union states and the Confederate states on a map (H, G/Civ, Geo/C, S);
 - (E) explain that slavery took away people's freedom **forcing them to work without pay in harmful conditions** and slaves were treated as property instead of human beings (H, G/Civ, E, S);
 - (F) **identify that Africans were enslaved and transported to the Americas against their will and they remained enslaved in the United States (H);**
 - (G)(F) explain that the Civil War was fought because of disagreements over the right to have slaves, **including people supported slavery and people who did not** (H, G/Civ, E, S);
 - (I)(G) 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);
 - (J)(H) identify Frederick Douglass as an African American leader who fought for liberty and equality during the time of slavery (H, G/Civ, S);

- (K)(+) explain that the Underground Railroad was a secret network of people, homes, and hiding places that helped enslaved people escape to freedom (H, Geo/C, S);
- (L)(+) locate ~~with adult assistance,~~ Underground Railroad routes that led north to Canada and south from Texas to Mexico on a map (H, Geo/C, S);
- (M)(+) retell the story of Harriet Tubman as a leader who helped enslaved people find freedom using the Underground Railroad (H, G/Civ, S);
- (N)(+) identify Ulysses S. Grant as a Union general who led the northern states to win the Civil War (H, G/Civ, S);
- (O)(+) identify Robert Smalls as an African American who helped the Union **cause by boldly taking control of a Confederate ship, the Planter, and sailing it to freedom, carrying his family and other enslaved people to safety during the Civil War by taking action to gain freedom and support the United States** (H, G/Civ, S);
- (P)(+) identify Robert E. Lee as a Confederate general who led the confederate states and surrendered to General Grant in Virginia (H, G/Civ, S); and
- (Q)(+) identify Jefferson Davis as the president of the Confederate States and recognize that he led the Southern states during the Civil War (H, G/Civ, S).

Amendment # 3

4th Grade

(2) The Middle Ages in Africa and Asia and Connections to America and Texas. The student understands important historical events and contributions from Africa and Asia in the Middle Ages. The student is expected to:

- (A) locate on a map ~~Ghana~~, **the Mali Empire**, China, the Indian Ocean, and the Middle East (Geo/C);
- (B) ~~[locate on a map the routes of Sub-Saharan trade (Geo/C);~~ **and**
~~[(C) — identify how]~~ **describe** Mansa Musa[’s] **of the Mali Empire as one of the wealthiest rulers in history whose** wealth **came** from gold, salt, and **slavery using Sub-Saharan trade routes** ~~[the slave trade later inspired worldwide exploration and trade in the Western Hemisphere] (H, Geo/C);~~ **and** ~~[(C)]~~
- ~~[(C)]~~ **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); and**
- (D) identify the widespread practice of slavery in the world of the Middle Ages, including the kingdoms of Africa, the nations of southeast Asia, the Indian subcontinent, and the nations of the Middle East (H, Geo/C).**

Amendment # 4

6th Grade

(B) describe how immigrants entered the United States through Ellis Island and Angel Island, and in ~~(who entered)~~ Texas through ~~Ellis Island,~~ Galveston ~~is~~ and El Paso, and identify ~~(uses)~~ federal immigration restrictions, including the Chinese Exclusion Act ~~and formed cultural communities in Texas~~ (H, G/Civ, Geo/C);

Amendment # 5

6th Grade

Remove 10.O as follows:

- (10) The Gilded Age in America and Texas. The student understands interactions and influences between America and other regions of the world in the late 1800s and early 1900s. The student is expected to:

...

~~(O) compare fascist ideas with American constitutional principles, including a strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E);~~

and

7th Grade

Add 6.I as follows:

- ~~(6)~~ ~~(5)~~ Communism and Other Totalitarian Regimes. The student understands the causes, effects and impacts of communism and other totalitarian regimes post-World War I. The student is expected to:

...

~~(I) compare fascist ideas with American constitutional principles, including a strong dictator with limited government and denial of individual rights with the American Bill of Rights (H, G/Civ, E);~~

Amendment # 6

7th Grade

- (11) Civil Rights Movement. The student understands domestic and foreign developments during the presidency of Lyndon B. Johnson. The student is expected to:
- (A) identify Lyndon B. Johnson as a former congressman and senator from Texas (H, G/Civ);
 - (B) explain **how** the **[impact of]** Great Society programs **[on American society, including efforts to reduce poverty,]** expanded the federal government in contrast of the founding fathers who believed in limited government **[expand educational opportunities, and improve health care during the 1960s]** (H, G/Civ);
 - ~~[(C) 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);]~~
 - ~~[(D) identify describe the cultural revolution of the 1960s and early 1970s, including the establishment of the Equal Pay Act, Title VII, and Title IX for women (changes in music, youth culture, social values, and attitudes toward authority) (H, Geo/C);]~~
 - (D) identify societal changes for women from the 1960s through the early 1970s from laws including Title IX of the Education Amendments of 1972 expanding equal access in school sports but also from the counterculture movement including changing attitudes toward marriage that increased rates of divorce (H, Geo/C);

...

Amendment # 7

8th Grade

(10) [(12)] The Age of Oil. The student understands how petroleum, global markets, revolution, and world wars transformed Texas in the early and mid-20th century. The student is expected to:

...

- (E) explain how the actions of Francisco "Pancho" Villa during the Mexican Revolution increased border tensions and violence affecting Texas, including Pancho Villa's raids and the Porvenir Massacre cross border raid violence, and describe the United States military response in the Pershing Expedition (H): and

Amendment # 8

All Grades – Subchapters A, B, and C

Section: “Introduction (b)”

Paragraph: (6)

- (6) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. **Students are expected to** **Skills should include** :

Social studies instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include: