

Sample Of Civic Duties and Responsibilities Covered in Current Proposed in TEKS

§113.1. Social Studies, Kindergarten

- (c)(10)(C) recite the Pledge of Allegiance, ~~practicing good citizenship behavior, including standing and facing the flag,~~ and explain why many Americans choose to stand and salute the flag with hand over heart, as physically able (H, G/Civ, S);
- (c)(10)(D) explain that reciting the Pledge of Allegiance shows pride and is an example of being a good citizen (G/Civ); and
- (c)(14)(D) 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

[Some military veterans have flagged this as problematic. Because it is not appropriate to thank a veteran on Memorial Day. This holiday only honors those who have sacrificed their lives. It is misleading to tell students to thank all community helpers.]

Shannon – how can we rework this to distinguish between Memorial and Veterans Day

§113.4. Social Studies, Grade 3

- (c)(6)(I) explain ~~who was considered a citizen in ancient Greece,~~ how citizens in ancient Greece used voting to make decisions together using early ideas of democracy and describe how these ideas influenced self-government in America and Texas (H, G/Civ, Geo/C);

[very few people were actually considered citizens in ancient Greece]

- (c)(6)(J) use voting as a method for group decision making and identify that voting is an essential principle in the democratic process (G/Civ);
- (c)(6)(K) 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
- (c)(6)(L) 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).

§113.5. Social Studies, Grade 4

- (c)(3)(I) use voting as a method for group decision making and explain that voting is an individual right, responsibility, and privilege in America and Texas today (G/Civ);
- (c)(6)(D) identify examples of the growth of local self-government, including holding town meetings, electing neighbors to colonial assemblies to make laws for the community, and providing for self-defense through militias (H, G/Civ, Geo/C); and

§113.22. Social Studies, Grade 7

- (c)(2)(D) explain that Americans supported the war through citizenship actions, including purchasing Liberty Bonds, volunteerism, and conserving food and fuel (H, G/Civ);

(c)(7)(H) describe American volunteerism, including victory gardens, and sacrifice, including savings bonds, during World War II (H, G/Civ);

Sample of Amendment Process in Current Proposed TEKS

§113.21. Social Studies, Grade 6

(c)(9)(D) identify that 14th amendment, which gave citizenship to formerly enslaved people born or naturalized in the U.S. (G/Civ);

(c)(9)(E) identify the 15th amendment, which gave Black men the right to vote in the United States (G/Civ);

§113.22. Social Studies, Grade 7

(c)(1)(A) describe the influence of Susan B. Anthony, Elizabeth Cady Stanton, and Minnie Fisher Cunningham in the passage of the 19th Amendment (H, G/Civ);

§113.24. United States History Studies

(d)(10)(A) analyze major effects of the 13th, 14th, and 15th amendments in advancing equality in the United States (G/Civ);

Sample of First Amendment Protections in Current Proposed TEKS

§113.5. Social Studies, Grade 4

(c)(5)(I) explain how religious freedom ~~and John Winthrop's image of a "City Upon a Hill"~~ inspired colonial America's beliefs about community, purpose, and ~~providence~~ ~~American exceptionalism~~ (H, G/Civ, Geo/C);

[Factually incorrect – Winthrop’s sermon was only popularized in the 1950s]

Shannon please verify?

(c)(6)(E) describe examples of English ideas of rights, including the Magna Carta and the English Bill of Rights (H, G/Civ, Geo/C).

[these are not first amendment protections.]

§113.22. Social Studies, Grade 7

(c)(2)(E) describe the Espionage and Sedition Acts and explain how these acts limited civil liberties, including speech, dissent, and daily life, on the World War I homefront (H, G/Civ);

§113.24. United States History Studies

(d)(3)(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);

(d)(4)(F) identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).

Proposed Amendments for Economics

§113.3. Social Studies, Grade 2

(c)(9)(A) explain how Tejano ranching ~~and farming~~ used resources to produce goods and helped shape the community culture during the Spanish and Mexican Texas era (H, Geo/C, E, S);

§113.4. Social Studies, Grade 3

(c)(2)(A) describe characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture and tools, and specializing in work and trade, ~~implementing economic systems to meet~~ that met the needs of their communities (H, G/Civ, Geo/C, E, S);

(c)(3)(F) identify how people used specialization and trade to solve the problems of resource scarcity ~~identify how people used trade to solve the problems of resource scarcity~~ (H, Geo/C, E);

§113.4. Social Studies, Grade 4

(c)(4)(E) describe the growth and change of the Inca Empire, including Machu Picchu as an architectural achievement, the mit'a system of labor for building projects and farming, terrace farming as an agricultural innovation, and regional trade that helped meet the supply and demand for goods throughout the empire ~~road networks for communication and~~ (H, G/Civ, Geo/C, E);

§113.7. Social Studies, Grade 7

(c)(3)(D) describe American social and economic developments during the 1920s, including the Great Migration, ~~increased consumer demand spending, growing prosperity,~~ and the expansion of the stock market, and how increased consumer demand contributed to economic growth while setting the stage for the Great Depression (H, E);

Proposed Amendments for Geography

§113.1. Social Studies, Kindergarten

(c)(3)(A) retell using pictures, a globe, and a map, the story of Christopher Columbus who sailed from Spain across the Atlantic Ocean and landed in the Americas in 1492 (H, Geo/C, S);

§113.2. Social Studies, Grade 1

(c)(1)(A) locate on and create on a map of ~~and describe~~ North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande using cardinal directions north, south, east, and west (Geo/C, S); and

Change to: create a map of and locate North America, the state of Texas, El Paso, the Chihuahuan Desert, and the Rio Grande using cardinal directions north, south, east, and west (Geo/C, S);

§113.3. Social Studies, Grade 2

(c)(1)(A) identify, create, and interpret maps that contain a title, cardinal directions, and a legend and locate the civilizations of Greece, Rome, Israel, Egypt, Kush, and Mali on a map of Europe, North Africa, and the Middle East (Geo/C, S).

§113.4. Social Studies, Grade 3

(c)(1)(A) ~~identify, and label~~ create and interpret maps that contain map elements, including title, compass rose, legend, scale, and grid system, and locate and label the seven continents, five oceans, the Mediterranean Sea, the Fertile Crescent, Mesopotamia, Egypt, the Nile River, and the Tigris and Euphrates Rivers on a map (Geo/C, S);

(c)(3)(A) ~~locate, and label on a map~~ create and interpret maps that contain map elements, including title, compass rose, legend, scale, and grid system, and locate and label the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);

§113.6. Social Studies, Grade 5

(c)(3)(A) locate on a map and describe major geographic features found in locations in Texas, including the Gulf Coastal Plains, Gulf of America, Great Plains, Guadalupe Mountains, Rio Grande River, Piney Woods, Hill Country, and Big Bend National Park using latitude and longitude to identify relative location (Geo/C, S);

Proposed Amendments for the Amendment Process

§113.6. Social Studies, Grade 5

(c)(6)(J) summarize the purpose of the amendment process and list the Bill of Rights and explain how the Constitution protects individual rights and freedoms (G/Civ);

[5th grade is a better place to put this. Not recommended for Grade 6]

§113.21. Social Studies, Grade 6

(c)(9)(C) identify the 13th Amendment, which formally abolished slavery in the United States, ~~and summarize the purpose of the amendment process~~ (G/Civ);

Proposed Amendments for Additional Skills in the Elementary

Introductions

(8) In historical settings, the student understands the concept of location and the physical and human characteristics of place. The student is expected to:

(A) use spatial terms such as including over, under, near, far, left, and right to describe relative location;

(B) identify and use geographic tools to determine location as they examine places from the past; and

(C) identify physical characteristics of place, including landforms, bodies of water, Earth's resources, and weather, and to explain how geographic location influenced human characteristics such as shelter, clothing, food, activities and the relationship of human/environment interaction in historical contexts.

Can streamline this.

(9) The student understands how to use maps and geographic tools to represent and interpret location and patterns when studying history. The student is expected to:

(A) identify and use cardinal directions in the study of historic events;

(B) recognize and apply basic map elements such as titles, labels, symbols, and legends in the study of historic events;

(C) use latitude and longitude to describe absolute location in the study of historic events;

(D) interpret a variety of maps, including thematic maps in the study of historic events; and

(E) identify geographic patterns and relationships across time and place.

(10) The student understands and applies basic economic concepts in the study of history. The student is expected to:

(A) identify and describe how scarcity, needs and wants have influenced history;

(B) recognize the role of goods and services and the roles of producers and consumers in the study of historic events; and

(C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change; and

(C-D) identify basic economic patterns and relationships using historical examples.

Proposed Amendments for Additional Skills in the Middle School Introductions

(7) In examining history over time, the student analyzes the concept of location and the physical and human characteristics across time and place. The student is expected to:

(A) apply spatial thinking by using precise geographic vocabulary and tools to describe relative and absolute location in the study of historic events;

(B) interpret and analyze the influence of physical characteristics of places, including landforms, bodies of water, natural resources, and climate throughout history;

(C) evaluate how geographic factors have influenced patterns of settlement, economic activity, cultural development, and human–environment interaction across time and place; and

(D) examine how people adapt to and modify their environments in different historical contexts.

(8) The student further analyzes and applies geographic tools to represent and interpret spatial patterns and relationships in the study of history. The student is expected to:

(A) ~~use cardinal and intermediate directions;~~ interpret and construct maps using essential elements ~~such as~~ including cardinal and intermediate directions, scale, symbols, legends, and coordinates in the study of historic events;

- (B) use latitude and longitude to determine absolute location in the study of historic events and places;
 - (C) analyze and compare thematic maps; and
 - (D) identify, explain, and draw conclusions about geographic patterns, distributions, and relationships at local, regional, and global scales ~~using~~ about historic ~~examples~~ events.
- (9) The student analyzes and applies economic concepts to understand how individuals and groups made decisions about the use of scarce resources in the study of history. The student is expected to:
- (A) explain the influence of scarcity, opportunity cost, and tradeoffs in historic settings
 - (B) analyze how incentives have influenced decision-making throughout history;
 - (C) describe how labor, entrepreneurship, and industry interact to create economic growth and influence historical change; and
 - ~~(C-D)~~ the role of supply and demand in historic events; and
 - ~~(D-E)~~ identify, explain, and draw conclusions about economic patterns, distributions, and relationships across time and place.

Proposed Amendments for Additional Skills in the High School Introductions

- (6) In examining historical and modern societies over time, the student evaluates the concept of location and the physical and human characteristics of place. The student is expected to:
- (A) interpret and evaluate the significance of physical characteristics of places, including landforms, bodies of water, natural resources, and climate;
 - (B) assess how geographic factors have shaped patterns of settlement, economic systems, cultural development, and human–environment interaction across time and place; and
 - (C) analyze how individuals and societies have adapted to, modified, and transformed their environments ~~into~~ in different historical contexts.
- (7) The student evaluates and applies geographic tools to analyze spatial patterns and relationships in history. The student is expected:
- (A) interpret, construct, and ~~critique~~ analyze thematic maps using essential elements ~~such as~~ including scale, symbols, legends, and coordinates in historic contexts;
 - ~~(B) interpret, compare, and evaluate thematic maps in historie context; and~~ [added this to A]
 - (C) analyze geographic patterns, distributions, and relationships at local, regional, and global scales, drawing evidence-based conclusions in the study of history.
- (8) The student analyzes and applies economic concepts to evaluate how individuals, businesses, and governments have made decisions about the use of scarce resources throughout history. The student is expected to:
- (A) apply principles, including scarcity, opportunity cost, and marginal analysis to study historic events;
 - (B) analyze how supply and demand interact to determine prices and allocate resources;
 - (C) evaluate the role of incentives in influencing economic behavior;

- (D) assess the roles of producers, consumers, and institutions in local, national, and global markets; and
- (E) draw informed conclusions about economic patterns, systems, and relationships using historic examples.