

Content Advisor Consensus Document

Feedback on DRAFT Texas Essential Knowledge and Skills (TEKS) for Social Studies Work Group B Product

March 23, 2026

General Feedback on verb choice	<p>Consider the difference in Explain and Describe. Describe asks students to provide the characteristics (the what). Example: <i>Describe the features of Mayan pyramids.</i></p> <p>Explain asks students to make something clear by providing reasoning (the why or how). Example: <i>Explain the significance of Mayan pyramids</i></p> <p>The verb describe should not be paired with significance because students must make a judgement decision.</p>
Kindergarten	<p>Reorder for chronology.</p> <p>(7) American Indians in Early America. The student knows stories about the Iroquois, Cherokee, and Comanche.</p> <p>(8) Early Exploration of America & Texas. The student understands early exploration using globes and maps.</p> <p>(9) Early Exploration of America & Texas. The student understands stories about Explorers.</p> <p>(11) The Plymouth Colony. The student understands important locations for the Plymouth Colony.</p> <p>(10) The Plymouth Colony. The student knows the story of the Mayflower.</p> <p>(12) The Plymouth Colony. The student knows the story of the first Thanksgiving.</p> <p>(14) Lone Star Heritage: Stories & Symbols.</p> <p>(5) Lone Star Heritage: Stories & Symbols. The students know symbols of Texas pride.</p> <p>(13) George Washington: Father of Our Country. The student understands that George Washington is known as the Father of Our Country.</p> <p>(3) American Citizenship. The student understands examples of patriotism. (see recommendation below to move Betsy Ross to this section of TEKS for historic anchor.</p> <p>(4) American Citizenship. The student knows symbols of patriotism.</p> <p>(1) We the People: Rules in the Community. The student understands the role of rules.</p> <p>(2) American Citizenship. The student understands honoring public service. (see recommendation below to move Oveta Culp Hobby to this section of the TEKS for historic anchor).</p>

2	(2) American Citizenship. The student understands honoring public service.	Recommend Change K&S for consistency – The student understands the importance of community helpers. Recommend moving Oveta Culp Hobby to this section as she is a military leader, not an innovator. Additionally, she would provide historic context to this topic providing an anchor.
2	(D) “Holidays”	Recommend removing “holidays” as no holidays are listed.
3	(B) Recite the Pledge of Allegiance	Recommend change to: (B) Identify saying the Pledge of Allegiance as an example of good citizenship.
3	(D) Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship.	Recommend remove “and recognize that voting is a responsibility of American citizenship.
4	(A) retell, with adult assistance, the story of Betsy Ross as a good citizen who is remembered for making the first American flag using the sequential terms beginning, middle, and end (H, S);	Recommend move Betsy Ross to: (3) American Citizenship. The student understands examples of patriotism. Rationale: To put Betsy Ross with the student expectations about the flag and pledge of allegiance to provide context and schema to the symbols she is more closely associated with and she is an example of patriotism. Recommend change from “remembered” to “recognized” for historical accuracy

6.	(6) Free Enterprise. The student understands key elements of free enterprise.	<p>Recommend: moving Benjamin Franklin here to add historic context to this key topic and adding free enterprise focus to Franklin who is mentioned multiple times in TEKS, but not with a focus on his role as inventor and community helper.</p> <p>“ retell, with adult assistance using sequential terms such as before, after, next, first, or last, the story of Benjamin Franklin, including his contributions as an inventor and business owner including the Franklin stove” (H, G/Civ, E, S).</p>
7	(G) identify artifacts of the Iroquois, Comanche, Cherokee, including arrowheads, pottery, and animal hides (H, Geo/C, S).	Recommend adding “traded” to tie to F in this section.
11	(A) Locate Europe, England, the Atlantic Ocean, North America, and Massachusetts on a map with adult assistance.	<p>Recommend deleting some of these locations:</p> <p>(A) Locate England and Massachusetts on a map with adult assistance.</p>
12	<p>The student knows the story of the first Thanksgiving. The student is expected to:</p> <p>(C) Retell the story of the first Thanksgiving as a celebration between the Pilgrims and their American Indian friends giving thanks to God using pictures with adult assistance.</p>	<p>Recommend change to: The student knows the story of the Plymouth Thanksgiving (in the K&S)</p> <p>(C) Retell the story of the Plymouth Thanksgiving between the Pilgrims who gave thanks to God and their Wampanoag neighbors, using pictures with adult assistance.</p>
13	<p>(B) Locate North America and Virginia and identify Virginia as the birthplace....</p> <p>(E) Locate North America, United States, and Washington, DC</p>	<p>(B) Remove North America (redundant)</p> <p>(C) Remove North America (redundant)</p>
14	(A),(B), (C) Retell a story....	Recommend change from retell “a” story to retell “the” story to specify the stories

<p>Grade 1</p>	<p>Reorder for chronology.</p> <p>(3) Thanksgiving. The student understands the story of Thanksgiving in El Paso.</p> <p>(4) Thanksgiving. The student understands the story of Thanksgiving.</p> <p>(5) Life in Early America and the Beginning of Self-Government. The student understands Pilgrim life in early America and the beginning of self-government.</p> <p>(7) The American Declaration of Independence and Symbols of Freedom. The student understands how important events, people, and places from the American Revolution remind us that our nation was founded on liberty and unity.</p> <p>(8) The American Declaration of Independence and Symbols of Freedom. The student knows symbols of American freedom.</p> <p>(9) The American Declaration of Independence and Symbols of Freedom. The student understands the importance of key national holidays in America.</p> <p>(6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche.</p> <p>(10) The Settlement of Texas and Texas Heroes. The student understands stories about the settlement of Texas and Texas heroes.</p> <p>(11) The Settlement of Texas and Texas Heroes. The student understands stories about Texas Independence.</p> <p>(1) Lone Star Heritage: Stories and Symbols. The student knows symbols of Texas freedom. The student is expected to:</p> <p>(12) Abraham Lincoln & the Civil War. The student understands the role of Abraham Lincoln in the Civil War.</p> <p>(13) Abraham Lincoln & the Civil War. The student understands the importance of Juneteenth.</p> <p>(14) Free Enterprise Shapes Texas. The student understands how free enterprise shaped Texas in the past.</p> <p>(2) Free Enterprise Shapes Texas. The student understands how free enterprise shapes Texas today.</p> <p>(15) The Civil Rights Movement. The student understands the importance of the civil rights movement in American history.</p> <p>(16) The Civil Rights Movement. The student understands stories of equality and justice.</p>
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4	(D)	Remove “first” and add in Summarize the story of the “Plymouth” Thanksgiving....
5	(E) Recognize that our system of government is based on....	Recommend to revert to the original standard. Compare the ways people make decisions in home, school, and community today to how Pilgrims made decisions together.
6.	(6) The Settlement of Texas and Texas Heroes. The student understands important characteristics of the Comanche. The student is expected to:	Recommendation: Add explanation of why Bluebonnet being under this knowledge statement
	(C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet (Geo/C, S); and (D) identify the Bluebonnet as a symbol of Texas (H, Geo/C, S).	(C) retell, using illustrations and writing, the story of the Legend of the Bluebonnet often associated with the Comanche (Geo/C, S); and
7	(C)	Remove Sybil Luddington for lack of primary sources
11	(B) retell, with adult assistance, the story of Stephen F. Austin as the “Father of Texas,” including how he helped people settle and build communities in Texas (H, Geo/C, S);	This should be moved to A in this section to put the story in chronological order.

12	(A) recognize slavery as the unfair treatment of someone based on race resulting in enslavement (H, S);	<p>Slavery is not always race based.</p> <p>Recommended: define slavery as taking away people’s freedom without their permission and forcing them to work without pay (H, S);</p> <p>This language fits better with the definition of slavery in Grade 2 12.C</p>
14	(C)	Reinstate word “wildcatters” in place of “oil explorers”
15	(A) define segregation as keeping people apart from each other because of the color of their skin (G/Civ, Geo/C);	<p>Segregation is not always race based.</p> <p>Recommended: (A) define segregation as keeping people apart and not letting them share places or activities (G/Civ, Geo/C);</p>
15	(B) See recommendation	Recommend removing “including his life as a preacher” to simplify language and focus on civil rights leadership

Grade 2		
	(A) explain characteristics of early civilizations, including establishing leadership, developing rules for society, creating innovations in agriculture, and tools, and implementing economic systems to meet the needs of their communities (H, G/Civ, Geo/C, E, S);	Remove “and” between agriculture and tools
2	(B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);	Word order is wrong (B) identify the Clovis in North America as one of the first known civilizations, and archeological evidence that shows that the Clovis people lived in areas that are now part of Texas (H, G/Civ, Geo/C, E, S);
3	(B)	Add “American” for specificity
4	Knowledge statement and (C)	Use “American Revolution” consistently and remove “War for Independence”
5	(F) Explain that General George Washington and the American soldiers won the Battle of Yorktown, which was the final victory in the war for independence from Britain.	Recommend change to “American soldiers” to “Continental Army” Explain that the Continental Army led by General George Washington, with the assistance of the French allies and James Armistead won the Battle of Yorktown.
6	(A)	Recommend providing guidance to teachers on the exact knowledge to be taught with choosing leaders at the national, state, and local levels

6	(F)	Work Group B struck this. Recommend reinstating (F) on the Constitutional Convention
8	(M) identify American Indian tribes, including the Tonkawa and Cherokee in Texas, as allies who helped the Texian Army as scouts (H, G/Civ, Geo/C, S);	Correct spelling of Cherokee
8	(O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Alamo, the Battle of Gonzales, the Battle of San Jacinto, and the signing of the Texas Declaration of Independence (H, G/Civ, Geo/C, S).	Recommend reordering chronologically: (O) retell, with adult assistance, major events of the Texas Revolution using a timeline, including the Battle of Gonzales, the signing of the Texas Declaration of Independence, Battle of the Alamo, Battle of Goliad, and the Battle of San Jacinto.
10	(C), (D)	Recommend change German/Czech “settlers” to “immigrants” Irish “settlers” to “immigrants”
11	(11) 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 responsibility of American citizenship (H, G/Civ).	Recommendation: The student recognizes actions illustrating good citizenship, including respecting the rule of law, voting, and celebrating patriotic holidays. Rationale: Schools cannot require students to volunteer or to vote. Voting is a right of citizenship.

12	(C) define the Confederacy as southern states who wanted to keep slavery as a right (H, G/Civ, Geo/C, E, S);	<p>The idea of states rights which is part of this should be added:</p> <p>define 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);</p>
17	(A) Use voting as a method for decision making and recognize that voting is a responsibility of American citizenship.	<p>Change recognize to identify and add in “right” after responsibility</p> <p>Use voting as a method for decision making and identify that voting is a right and responsibility of American citizenship.</p>
18	(B) Describe the union states as northern states who opposed slavery... (C)	<p>Historically inaccurate</p> <p>Recommend Change to:</p> <p>(B) Identify the Union as northern states who remained in the United States</p> <p>(C) Identify the Confederacy as the southern states who left the United States over the issue of slavery</p>

Grade 3		
1	(E) identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures which resulted in expanded trade opportunities (H, E);	<p>It was not adopted by other cultures. It was adopted by civilizations including the Greeks. This should be the focus since later, students learn the connection between the Greek alphabet and the English alphabet.</p> <p>Recommendation: identify that the Phoenician alphabet was an early form of written communication that was adapted by numerous cultures civilizations including the Greeks which resulted in expanded trade opportunities (H, E);</p>
2	(H) explain how artifacts such as 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);	Change such as to “including”
8	MISSING: Jewish Diaspora	Recommendation: Add 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 (H, Geo/C)

Grade 4		
1	locate the Alps and Pyrenes mountains, the Sahara and Arabian Deserts, Israel, the Baltic and North Seas, the Danube River, Germany, Spain, Portugal, and the United Kingdom on a map (H, Geo/C, S);	Not all of these places track with the content in this section and can be applied to the events studied. Omitting Sahara Desert, Baltic Sea, and Danube River.
1	(C) explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem	Recommendation: explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests.
1	(D)identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and	Recommended change as this is not tightly historically accurate (D)identify monasteries as centers of learning, knowledge preservation, and community during the Middle Ages that served local communities. and explain how they served as a model for Spanish missions in the Americas and Texas (H, Geo/C); and
1	(E) explain how monks preserved ancient texts during the Middle Ages by copying them by hand (H, Geo/C).	Recommend adding direct connection to America and Texas to be consistent with framework's goals. (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)
3	(G) compare the mit'a system of labor as a similar social structure to communism, which includes no private property, money, or free markets (H, G/Civ, Geo/C, E, S);	Recommend change for historic accuracy explain that the mit'a system required people in the Inca Empire to give labor service to the government for building projects and farming, showing the strong authority of the state (H, G/Civ, Geo/C, E)

Grade 5		
1	(F) explain John Locke’s idea that people are born with natural rights known as inalienable rights, including the rights to life, freedom, and owning property, and how these ideas helped shape American and Texan beliefs about fair government (H, G/Civ);	This is nearly identical to SE 6.C Recommend removal here for streamlining
2	(L) create a map to demonstrate and explain the movement of goods, diseases, technology, and ideas between Europe, Africa, and the Americas during the Columbian Exchange (H, Geo/C, E, S);	This would be difficult to grade on an assessment. Recommended change to “identify on maps”
2	(M) explain that the practice of slavery occurred in the British, Spanish, Portuguese, and French empires (H, G/Civ, Geo/C, E);	Recommended removal. Redundant to N below.
4	(J) explain how Spain influenced Texas legal traditions, including the right of women to own property and the concept of community property	Add “ in marriage” after community property for clarity.
5	(A) locate on a map Boston, the City of New York, and Philadelphia (H, Geo/C, S);	Move this to section 7. These cities are more appropriate to learn during the time of the American Revolution.
5	identify on a map the thirteen colonies (H, Geo/C, S);	Add “American” in front of colonies for clarity.

7	(E)explain the Boston Massacre as political propaganda	<p>This is inaccurate. The Boston Massacre was a real event, but this implies that it was created to be used as propaganda.</p> <p>Amend to “explain the Boston Massacre and its effects on the relationship between the colonists and the British.”</p>
7	(J) create a timeline of and explain relationships between key events leading to the American Revolution (H, G/Civ, Geo/C, E, S);	<p>This is a classroom activity, not an assessment question.</p> <p>Recommended replacing “create a timeline” with “sequence”</p>
7	(M) explain how Prussian General Baron von Steuben trained the Continental Army and improved discipline and effectiveness (H, G/Civ, Geo/C);	Recommend removal for streamlining
9	(L) list the Bill of Rights (G/Civ); (M) explain how the Constitution protects individual rights and freedoms through the Bill of Rights (G/Civ);	<p>Redundant and does not connect Bill of Rights to significance.</p> <p>Recommend merging SE to provide context for Bill of Rights: explain how the Constitution protects individual rights and freedoms by listing the Bill of Rights</p>

9	(O) use voting as a method of decision making (G/Civ);	<p>Not measurable on assessments and redundant to SE in other grades</p> <p>Recommend merging with N (N) explain examples of civic responsibilities, including obeying the law, voting, showing patriotism, and serving the country (G/Civ);</p>
9	(C) explain how delegates at the Constitutional Convention made decisions and resolved disagreements (H, G/Civ, Geo/C);	<p>Vague. Recommending merging with D to provide context.</p> <p>explain how delegates at the Constitutional Convention made decisions and resolved disagreements including Explain that 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);</p>
9	(K) compare Federalists and Anti-Federalists perspectives during the ratification debate and explain how their debate was resolved by the addition of the Bill of Rights (H, G/Civ, Geo/C);	<p>This is a very dense unit with many SE's. Recommend moving this to high school.</p>

Grade 6		
1	(B) explain the significance of Congress’s prohibition of the importation of enslaved people in 1808 by explaining how the law reflected ongoing national debates over slavery while allowing the institution to continue domestically (H, Geo/C);	Awkward wording. Recommendation: Identify 1808 as the year that Congress and Thomas Jefferson outlawed the importation of enslaved people. (Geo/C)
1	(H) analyze the importance of the Monroe Doctrine in shaping United States foreign policy in the Western Hemisphere (H, G/Civ).	Using “analyze” is problematic because sixth-grade students who are encountering the Monroe Doctrine for the first time typically lack the prior historical knowledge and abstract understanding of foreign policy needed to evaluate its significance. Recommended change: explain the purpose of the Monroe Doctrine as a warning to European nations not to create new colonies in the Western Hemisphere (H, G/Civ)
2		Add a new SE between (B) and (C). Describe anti-slavery movements within colonial America and how these efforts continued into the national period of the United States including the work of John Woolman. Rationale: there needs to be inclusion of anti-slavery movements in the narrative
4	(E) identify how the empresario system supported settlement in Texas (H); and	Recommend adding: “including land grants” for specificity

5	(B)explain how Manifest Destiny encouraged Americans to seek new land and independence, and how different points of view shaped perspectives on westward expansion	<p>“opportunity” is more accurate than “independence”</p> <p>Manifest Destiny was more of a label than a cause</p> <p>Examining different points of view applies to any topic, not just this one, so it shouldn’t be singled out</p> <p>Recommendation: Revise to</p> <p>explain how Manifest Destiny encouraged describes when Americans to seek sought new lands and independence opportunity; and how different points of view shaped perspectives on westward expansion</p>
6	(B) explain the contribution of William B. Travis by describing his command at the Alamo and analyze how his leadership became a symbol of resistance (H);	<p>Recommend streamlining:</p> <p>explain describe the contribution of William B. Travis by describing including how his command at the Alamo and analyze how his leadership became a symbol of resistance defending a just cause (H);</p>
7	(E) compare major population movements in Antebellum America, including people who traveled the Mormon Trail and Oregon Trail migrating to Texas from Europe, and west during the California Gold Rush (H, Geo/C).	<p>The Mormon Trail and Oregon Trail did not contribute directly to Texas settlement</p> <p>Recommended change:</p> <p>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)</p>

8	(A) (G) analyze major events that increased sectional tensions and led to the Civil War, including the impact on Texas of the Compromise of 1850 with the Fugitive Slave Act, popular sovereignty, the Kansas–Nebraska Act, the Dred Scott decision, and Bleeding Kansas (H, G/Civ, E);	For first time exposure, analyze is not appropriate as students do not have full picture to analyze Recommended change: 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 Dred Scott decision, and violence in Bleeding Kansas (H, G/Civ, E)
8	Overall, this is a very dense unit. Recommended dividing into Civil War and Reconstruction as separate units.	Recommended refinement because the wording implies that all immigrants to Texas entered through the same locations and were affected in the same way by specific federal restrictions, which oversimplifies the varied routes, origins, and experiences of immigrant groups.
9	(A) describe how immigrants entered the United States and Texas through major ports and border crossings such as 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)	Recommended change: describe how immigrants entered the United States and Texas through major ports and border crossings such as 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)
9	While this unit is presented chronologically, it is dense. Recommended change to two units, one focusing on domestic and the other focusing on foreign.	

Grade 7		
1	(C) analyze the immediate and long-term effects of Theodore Roosevelt’s major domestic issues, including the National Park Service and Meat Packing Act policy actions (H, G/Civ, E);	<p>For first time exposure, analyze is not appropriate as students do not have full picture to analyze. Also clarity on effects is needed for streamlining and specificity. Adding Big Bend connects to Texas and signals a long term effect.</p> <p>(C) identify Theodore Roosevelt’s major domestic policy actions, 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)</p>
1	(D) analyze the immediate and long-term effects of Theodore Roosevelt’s major foreign policies, including the Monroe Doctrine and the Panama Canal (G/Civ, E);	<p>For first time exposure, analyze is not appropriate as students do not have full picture to analyze. Also clarity on effects is needed for streamlining and specificity.</p> <p>Recommended change: identify Theodore Roosevelt’s major foreign policy actions, 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)</p>
1	(F) evaluate the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and	<p>Using “evaluate” is problematic because it requires students to make subjective judgments about significance that are difficult to measure consistently, whereas “identify” allows students to demonstrate understanding by recognizing specific, observable effects such as the growth of boomtowns and increased mobility.</p>

		Recommended change: (F) evaluate identify the impact of Spindletop on American and Texas society, including boomtowns and mobility (H, E); and
	explain that unrestricted submarine warfare and the Zimmerman Telegram contributed to United States involvement in World War I (H);	This is an opportunity to connect the desire of Mexico to regain Texas studies in grade 6 to this grade. Recommended change: (B) explain that unrestricted submarine warfare and the Zimmermann 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)
4	(B) interpret economic data and models to describe the effects of the Hoover Dam and other New Deal public works programs (E, S); (B)	Recommend deletion. Using “interpret economic data and models” is inappropriate for Grade 6 because students at this level often lack the economic background knowledge and quantitative reasoning skills needed to analyze abstract data representations about large-scale federal programs, making it difficult to measure historical understanding rather than technical data skills.
	(F) evaluate methods used by communist regimes to spread and maintain their ideology, including propaganda, public shaming tactics, censorship, and forced conformity (H, G/Civ);	Change to “identify” due to time constraints. Also “evaluate” is problematic because it requires students to make subjective judgments about significance that are difficult to measure consistently, whereas “identify” allows students to demonstrate understanding by recognizing specific, observable methods. This is the first time students are learning this in depth and do not have enough background to “evaluate”

6	<p>(B) explain how Germany's remilitarization of the Rhineland challenged European peace (H);</p> <p>(C) describe how Germany expanded its territory by taking control of Austria and parts of Czechoslovakia (H);</p> <p>(D) define the importance of Molotov-Ribbentrop Pact as the non-aggression pact that delayed combat between Germany and Russia (H); and</p> <p>(E) explain how British and French guarantees to protect Poland led to war after Germany invaded Poland (H).</p>	Recommended move to HS USH for time constraints and developmental appropriateness
7	(M) explain the outcomes of the Conferences at Yalta and Potsdam (H);	Add specificity that will lead to next unit on Cold War: explain identify the outcomes of the Conferences at Yalta and Potsdam, including the division of Germany into occupation zones, plans for rebuilding Europe after World War II, and growing tensions between the United States and the Soviet Union that contributed to the Cold War (H)
7	(C) identify the role of oil production and transportation during World War II, including oil production in the Permian Basin, refining in Port Arthur and Corpus Christi, the petrochemical industry along the Houston Ship Channel, and	Recommend placing "Big Inch and Little Inch" pipelines between production and refining to put in order of stages of oil production
	the Big Inch and Little Big Inch pipelines, as examples of the American Arsenal of Democracy (H, E);	
9	(H) describe President Dwight D. Eisenhower's warning about the power of the military-industrial complex and how this power was significant during the Cold War (H, G/Civ);	Recommended move to HS USH for time constraints and developmental appropriateness

9	(E) explain how the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War (H, G/Civ, E);	Recommend adding “including containment and the Korean War,” as these are important in establishing the early policies and military commitments that shaped the course of the Cold War.
	(N) analyze President Harry S. Truman’s decision to use the atomic bombs, created by the Manhattan Project, on Hiroshima and Nagasaki (H, G/Civ, S);	This is a challenging topic for seventh graders to analyze. Recommended change: explain why President Harry S. Truman decided to use atomic bombs developed through the Manhattan Project on Hiroshima and Nagasaki
10	(C) analyze Dr. Martin Luther King Jr.’s “I Have a Dream” speech as an appeal to America’s founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);	Time constraints and concerns about “analyze” as explained previously. analyze –describe Dr. Martin Luther King Jr.’s “I Have a Dream” speech as an appeal to America’s founding ideals of liberty and equality in the Declaration of Independence (H, G/Civ, S);
10	(F) explain how the use of marches, boycotts, and legal cases were used to raise awareness and secure civil rights for Mexican Americans (H, G/Civ);	There is a lot of overlap and redundancy in these SE’s Recommend merging to provide context, clarity, and specificity.
	(G) identify the roles of Dolores Huerta and Hector P. Garcia in advancing civil rights for Mexican Americans (H, G/Civ); (H) describe the American G.I. Forum and the League of United Latin American Citizens (LULAC) and the efforts of these organizations to promote civil rights for Mexican Americans in Texas (H, G/Civ); and	explain how Mexican Americans worked to secure civil rights through marches, boycotts, and legal action, including the leadership of Dolores Huerta, Hector P. Garcia and the League of United Latin American Citizens (LULAC) in Texas (H, G/Civ)

11	(E) 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);	Recommend removal for time constraints and lack of specificity. Additionally, the influence of mass media on society is named above.
13	explain the effects of the communist victory in Vietnam on United States foreign policy, including the War Powers Act (H, G/Civ); and	<p>The War Powers Act was not a result of the effect of communist victory. It was an effect of America's concern about being in extended war. War Powers Act fits more broadly with distrust in Nixon and government</p> <p>Recommended change: 12. (B) describe how a decrease in public trust in government and the presidency during Nixon's presidency led to the War Powers Act and the the Watergate scandal led to a decrease in public trust in government and the presidency (H, G/Civ).</p> <p>Recommended Change: 13(A) explain how the communist victory in Vietnam led the United States to be more cautious about sending troops into future conflicts and to rely more on diplomacy and alliances in foreign policy (H, G/Civ)</p>

Grade 8

5

Add content on the comparison of Zavala to deToqueville.

(A) compare the ideas of Alexis de Tocqueville and Lorenzo de Zavala about representative government, individual rights, and citizen participation in a democracy (H, G/Civ).

High School United States History		
2	(C) Include English legal traditions of common law and jury trial	Addition.
2	(D)	Addition/Restoration: Identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland.
3	analyze political and economic 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);	Recommend reducing breakouts without changing meaning and intent.
3	(A)(D) discuss origins, meanings, and effects of the Declaration of Independence (G/Civ, S);	Recommend moving this to C for chronology and adding changing to read (D) discuss explain origins, meanings, and effects of the Declaration of Independence including the idea that all people have rights and governments exist to protect those rights (G/Civ, S) so that it is measurable on state assessment.
3	(C) analyze the Constitutional Convention, including James Madison, The Great Compromise, rights of individuals and states, Three-fifths Compromise (G/Civ, S);	Recommend adding “the role of” to James Madison

3	(E)	Remove “Washington’s resignation as Commander and Chief”
5	explain key developments in the new nation, including Washington’s Farewell Address, <i>Marbury v. Madison</i> , the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and	Recommend changing verb to “describe” rather than explain to focus on events.
6	(C), (D)	Recommend to add: ADD ALAMO AND TEXAS REVOLUTION Add as a new SE between (C) and (D) Explain the role of the Texas Revolution and the Battle of the Alamo in American western expansion.
8	8(B) explain the central role of the expansion of slavery in causing sectionalism, disagreements over states’ rights, and the Civil War, including the Fugitive Slave Act which is part of the Compromise of 1850 8(D) analyze the causes of the Civil War, including slavery, states' rights debates, and sectional differences, including tariffs (G/Civ, Geo/C, E, S).	Awkward. Combine with 8(D): Explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states’ rights, and tariffs (H, G/Civ, Geo/C, E);
10	(B) analyze how Lincoln’s assassination altered the plans for Reconstruction (H, S);	Recommend adding “including the Ten Percent Plan” for specificity.

10	(C) compare the Reconstruction plans of Lincoln , Johnson, and Congress (G/Civ, S);	<p>Recommend removing Lincoln from here as this is previously addressed in 10.(B).</p> <p>Recommend adding “including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected” (G/Civ, S) for specificity</p>
10	(D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, and sharecropping (Geo/C); and	<p>Recommend adding “and the election of African American men to political office” to spiral to the Reconstruction politicians from Texas named in other courses and show advancement of liberties.</p>
11	(D) describe patterns of late 19th and early 20th century immigration and responses to immigration in American society, including the Chinese Exclusion Act and nativism (H, G/Civ, Geo/C);	<p>Recommend reframing to keep with intent of course identified in introduction. Providing two examples identifies positive and negative reactions.</p> <p>Recommended change: explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th and early 20th centuries and describe responses including the Hull House and the Chinese Exclusion Act (H, G/Civ, Geo/C);</p>

11	<p>(E)explain the economic factors and working conditions that contributed to the origins of labor unions and farmers reform movements (G/Civ, Geo/C, E);</p> <p>(F) explain the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);</p>	<p>Recommend moving farmers from E to F as F is specifically about farmers. Allows opportunity to focus on urban industrial in E. Focusing on child labor is a direct connection to led to public education reform and highlights both economic factors and working conditions all workers faced.</p> <p>Recommended change:</p> <p>(E)explain the economic factors and working conditions that contributed to the origins of labor unions including child labor (G/Civ, Geo/C, E);</p> <p>(F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);</p>
11	<p>(G) analyze Gilded Age Reforms and Progressive policies, including Interstate Commerce Act and Sherman Anti-Trust Act (G/Civ, E, S); and</p>	<p>Too vague. Recommend adding “the increasing role of federal government” after ”analyze”</p>
11	<p>(H) describe the status of civil rights in American society after the Civil War (G/Civ).</p>	<p>(H) describe the status of civil rights in American society after the Civil War, including Booker T. Washington, the NAACP, and the Great Migration (G/Civ).</p>

12	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, the Panama Canal, Roosevelt Corollary, and Dollar Diplomacy as additions to the Monroe Doctrine (H, G/Civ, Geo/C, E);	<p>The way this reads, it implies all of these were additions to Monroe Doctrine.</p> <p>Recommended Change: 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, the Panama Canal (H, G/Civ, Geo/C, E);</p>
13	(D) analyze causes of the Great Depression , including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl (H, E, S); and	<p>What students should analyze is vague. Recommended change for specificity and concision.</p> <p>Recommended change: “Analyze how factors contributed to the onset and severity of the Great Depression” including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl</p>
13	(E) analyze the responses to the Great Depression, including the New Deal (G/Civ, E, S).	<p>This is too vague and does not get to the issue historians and others debate regarding the new deal.</p> <p>Recommended adding: “ including the extent to which New Deal programs alleviated economic hardship without fully ending the Depression”</p>

13	(F) describe events of the war in the Pacific, including Midway, island hopping, Iwo Jima, and the decision to drop the atomic bomb (H, Geo/C).	<p>Recommend separating out decision to drop bomb and mirror language used in grade 7</p> <p>Recommended change and addition: describe events of the war in the Pacific, including 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);</p>
	(B) compare and contrast communism and free enterprise (G/Civ, E, S);	<p>Too vague. Recommend addition for specificity and clarity</p> <p>“including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);”</p>
14	<p>(D)Describe the contributions that the American homefront made to World War II including industrial manufacturing, rationing, Manhattan Project, Oveta Culp Hobby, and the WACs, WASPs, WAVES, Tuskegee airmen, Navajo Code Talkers, Rosie the Riveter, the Bracero Program, and the second wave of the Great Migration.</p> <p>(E),(F)</p>	<p>Recommended Change to: Describe the American homefront in World War II including manufacturing, labor migrations, rationing, the Manhattan Project, WASPs, Rosie the Riveter, the Bracero Program, and Japanese internment.</p> <p>(E)add Tuskegee airmen, and (F) add Navajo Code Talkers</p> <p>Rationale: specificity and moving content to match appropriate content.</p>

High School World History		
1	(B) describe impacts of the Neolithic Revolution (H, Geo/C, E);	<p>Too vague.</p> <p>Recommended change for specificity and clarity.</p> <p>(B) describe how the Neolithic Revolution led to the development of agriculture, permanent settlements, and the growth of early civilizations (H, Geo/C, E);</p>
2	describe the historical development of ancient Israel, including the roots of Judaism, the Exodus story, and the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and	<p>Remove “and” in front of Decalogue</p> <p>Add “enslavement in Egypt and” before “the Exodus story”</p>
3.	(A)(D) describe the role the Spartans played in the Persian War in the Battle of Thermopylae (H);	<p>Recommend correction to spelling and add “and the spread of Greek civilization through the Hellenistic empire”</p> <p>*** note. Section 3 an, 5, and 5 are good spiraling from grade 3.</p>
4	describe how the Roman Empire led to the Jewish Diaspora, including the destruction of Jerusalem, the destruction of the Second Temple, and the forced migration and scattering of Jewish communities across the Mediterranean region (H, Geo/C);	Recommended addition of new SE.
5	(B)describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effects of the legalization of Christianity, including the Edict of Milan, the debates in the First Council of Nicaea, and the Nicene Creed	(B)describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effects 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

6	describe significant beliefs of Hinduism found in central religious texts, including the Vedas and Upanishads (Geo/C);	The including statement does not signal to significant beliefs. Recommended change to keep original intent ”identify central religious texts of Hinduism including the Vedas and Upanishads (Geo/C);
6	(A)(C) explain important aspects of Indian history, including monsoon agriculture, Maurya and Gupta empires, and Indian mathematics (H, G/Civ, Geo/C, E, S).	It is unclear what is being assessed based on this structure Recommended change: explain important aspects of Indian history during the Maurya empire including the importance of monsoon’s effects on trade and agriculture, and Gupta empires including Indian mathematics (H, G/Civ, Geo/C, E, S).
7	describe significant beliefs of Confucianism, including teachings found in the <i>Analects</i> (Geo/C);	This including statement does not signal to significant beliefs. Recommended change to keep original intent: Identify that Confucian beliefs are found in the teachings of the <i>Analects</i> .
7	(B)	Amend to: 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. (G/Civ, H, Geo/C)

8	(C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, and the Viking Era.	<p>Recommend change to:</p> <p>(C)describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, Anglo-Saxon England, and the Viking Era.</p> <p>Rationale: gets the entire sequence of the developments in the English liberty</p>
8	(D) explain the significant beliefs of Islam in central religious texts, including the Qur'an (Geo/C);	<p>Again, this statement does not signal beliefs.</p> <p>Recommended change to be consistent above: Identify that Muslim beliefs are found in the Quran.</p>
8	(E) describe the reasons for the expansion of Islam and name contributions, including algebra and astronomy (H, G/Civ, Geo/C, E); and	<p>Add specificity</p> <p>describe the reasons for the expansion of Islam and conquest of Christian lands and name contributions from the Muslim world, including algebra and astronomy</p>
8	(F) Addition	<p>Add</p> <p>“explain the practice of slavery, the origin of the word “slave” from Viking enslavement of the Slavs, and the enslavement and slave trade carried out by Viking and Muslim raiders”</p>

9	(B) Describe conflicts involving Europe, including the Reconquista and the Crusades (H)	Amend to: “describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians’ Crusades and The Reconquista ”
10	(A)	Amend to: Analyze developments in medieval English legal history including common law, Parliament, habeas corpus, and private property rights. (G/Civ, H, Geo/C)
10	(B)	Add “of the Papacy” after “Babylonian Captivity” for clarity.
11	describe key aspects of Indian history, including the Mughal Empire and Indo-Persian culture (H, G/Civ, Geo/C);	Recommend adding “ centralized power and absolute monarchical rule ” to Mughal empire for specificity and changing Indo Persia culture to “ the building of the Taj Mahal ” for specificity and because culture is not an event in history.
11	(A) identify key political, economic, and cultural aspects of Mesoamerican civilizations from 1300-1520, including Aztec, Incan, and Taíno (H, G/Civ, Geo/C, E, S); and	Vague. Recommended adding specificity and reducing breakouts. identify key features of major Pre-Columbian civilizations, including Aztec tribute systems and city-states, Incan road networks and centralized rule, and Taino village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S);

12	(B)	<p>Addition/Restoration: the Renaissance’s role in fostering individualism and republican self-government</p> <p>(B) describe the Renaissance as a restoration of classical Greek and Roman ideas of liberty, self-government, and art (H, G/Civ, Geo/C);</p> <p>(C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders’ ideas about rights and government (H, G/Civ, Geo/C)</p>
16	(D) Describe the causes and effects of slavery in the Americas, including the Atlantic Slave Trade.	Amend to: “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.”
17	(A)(C) explain the Napoleonic Wars and the effects of the Napoleonic Wars on the Americas, including the United States, Haiti, and Mexico (H, G/Civ, Geo/C, E); and	Vague. Recommended specificity on effects rather than naming the places. Recommended adding: including the weakening of Spanish and French colonial control, the encouragement of independence movements in Haiti and Mexico, and territorial expansion of the United States through the Louisiana Purchase (H, G/Civ, Geo/C, E);
18	(A) explain the development of the Industrial Revolution, including factories, new energy sources, urbanization, and the ideals of free enterprise-economies (H, G/Civ, Geo/C, E);	Repetitive. These are named below.

18	(B) explain free enterprise ideals, including division of labor, the Invisible Hand, and self-interest (H, G/Civ, Geo/C, E, S);	Add “ which influenced the Industrial Revolution ” after ideals. Add to end “as noted by Adam Smith in Wealth of Nations”
	(C) explain the causes and consequences of the unifications of Italy and Germany (H, G/Civ, Geo/C);	Recommended change for specificity: explain the causes and consequences how nationalism and the of the unifications of Italy and Germany led to power shift in Europe (H, G/Civ, Geo/C);
19	(B) describe and analyze 19th century France, including cycles between empire and republics (H, G/Civ, S);	Multiple verbs in one SE
19	(D) explain the causes and consequences of Russia’s partially successful 19th century reforms, including serf emancipation in 1861 and revolutionary movements (H, G/Civ, Geo/C, E); and	Only consequences listed, not causes. Cause added which demonstrates Russia’s situation for not following Westernization. Recommended change: explain the causes including the need to modernize due to military weakness and economic backwardness compared to Western Europe , and consequences including the emancipation of the serfs in 1861 and the growth of revolutionary movements of Russia’s partially successful 19th-century reforms,(H, G/Civ, Geo/C, E);

19	(E) describe and-analyze changing European culture and religion in the 19th century, including nationalism, Romanticism, secularism, and the Catholic response to Liberalism (H, G/Civ, Geo/C, S).	Recommended reducing breakouts and simplification.
20	(B)	The phrase “British Commonwealth” shouldn’t be here. “British Commonwealth” refers to the post-World War II replacement of the British Empire.
20	(E) analyze political cartoons dealing with 19th-century imperialism, emphasizing point of view in relation to cultural perspectives, including Scramble for Africa and Sphere of Influence (H, G/Civ, Geo/C, E, S).	<p>This student expectation is inherently problematic because it is overly broad and reads more like an instructional direction rather than content-specific, which can lead to inconsistent instruction and assessment. It is not allowed in Texas for TEKS to direct teacher instruction. By centering analysis of political cartoons without clearly defining historical concepts or perspectives, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself.</p> <p>This will direct teachers to use, if they wish, political cartoons which are widely available and used in high school related to both Scramble for Africa and spheres of influence.</p> <p>Recommended change: describe European competition in the late 19th century during the Scramble for Africa and the use of spheres of influence in Asia (H, G/Civ, Geo/C, E, S);</p>

21	identify and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C, E, S);	
21	(B) identify and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C, E, S);	<p>This SE lacks focus and conflates events and innovations and has two verbs which are redundant. If students describe, they will inherently identify.</p> <p>Identify key events on the western front and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements trench warfare and improvements in battlefield trauma care of during WWI,(H, G/Civ, Geo/C, E, S);</p>
21	(D) explain the causes and consequences of the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and (C)	<p>Causes not named in this SE</p> <p>Recommended change: Explain how poverty, war, and food shortages led to the Russian Revolution including the Bolshevik elimination of the monarchy.</p>
22	(B) compare the rise of authoritarianism and totalitarianism, including fascism and Nazism (H, G/Civ, Geo/C, E, S);	Add “in Europe” for specificity

	(B) identify and describe events and innovations of WWII, including key battles, types of warfare, and medical advancements (H, G/Civ, Geo/C);	<p>This SE lacks focus and conflates events and innovations and has two verbs which are redundant. If students describe, they will inherently identify.</p> <p>Identify key events including invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki and describe events and innovations of WWI, including key battles, types of warfare, and medical advancements RADAR and blood banks of during WWI, (H, G/Civ, Geo/C, E, S);</p>
24	analyze WWII propaganda, including images, media, and song lyrics, to evaluate perspective, reliability, and utility (H, G/Civ, Geo/C, E, S).	<p>Redundant to 22 D.</p> <p>This student expectation is inherently problematic because it is overly broad and reads more like an instructional direction rather than content-specific, which can lead to inconsistent instruction and assessment. It is not allowed in Texas for TEKS to direct teacher instruction By centering analysis of propaganda without clearly defining historical concepts or perspectives, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself.</p>
25	(D) (C) explain the key causes of the Soviet Union's decay, including glasnost and perestroik (H, G/Civ, Geo/C, E);	Correct spelling of perestroika
26	(E) explain the rise of communism in Southeast Asia and its consequences, including Vietnam and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and	The rise of communism in Southeast Asia will have a similar story to other communist countries. Recommend removing explain the rise for time constraints and to limit redundancy.

High School Personal Financial Literacy		
2	(2) <u>Earning Income</u> . The student understands that income is earned through the exchange of work and services. <u>The student is expected to:</u>	(2) <u>Earning Income</u> . The student understands that income is earned <u>in a free enterprise system</u> through the exchange of work and services. <u>The student is expected to:</u>
2	(A) identify sources of income, including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);	(A) identify sources of income <u>in a free enterprise system</u> , including wages, salaries, rental income, bonuses, interest, dividends, and profits (E);
2	(F) describe the relationship between postsecondary education and future income earnings (E);	<u>describe how education and skills influence income opportunities in a competitive free enterprise labor market</u>
2	(H) <u>determine</u> how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices (E, S);	Incorporate measurable verb and center around free enterprise not instructional practices (H) determine <u>explain</u> how personal interests and skills align with potential careers that support a desired standard of living based on income potential using research practices <u>and freedom of choice</u> (E, S);
2	(I) <u>compare earning potential in different labor markets by investigating geographic patterns and economic events (Geo/C, E, S);</u>	This is vague and would be more appropriate as an instructional lesson. Recommended change: <u>identify factors that influence earning potential across geographic regions, including cost of living, types of industries, and workforce skill requirements (Geo/C, E);</u>

3	(G) describe the role of <u>inflation</u> on an economy, including price fluctuations on durable goods, nondurable goods, and groceries (E);	This does not completely explain the impact of costs on budgets. (G) describe the role of <u>inflation, scarcity, and taxes on an economy, including price fluctuations on durable goods and services nondurable goods, and groceries</u> and explain the impact on personal budgets (E);
3	(I) analyze how marketing strategies, including social media marketing and traditional forms of advertising, influence financial decisions <u>by considering the audience and purpose of the advertisement</u> (Geo/C, E, S);	(I) analyze how marketing strategies work <u>in a free enterprise system</u> , including social media marketing and traditional forms of advertising, influence financial decisions <u>by considering the audience and purpose of the advertisement</u> (Geo/C, E, S);
4	(4) <u>Savings and Investing</u> . The student understands that saving and investing are essential components of building wealth considering <u>a variety of factors</u> that influence financial growth, security, and long-term independence. <u>The student is expected to:</u>	(4) <u>Savings and Investing</u> . The student understands that saving and investing are essential components of building wealth <u>in a free enterprise system</u> considering <u>a variety of factors</u> that influence financial growth, security, and long-term independence. <u>The student is expected to:</u>
4	(G) evaluate personal risk tolerance <u>using market conditions</u> , including inflation, market volatility, and interest rates (E);	(G) evaluate identify factors of personal risk tolerance using market conditions , including inflation, market volatility, and interest rates <u>and explain the role of risk in a free market system</u> (E);
4	(H) explain how the regulation of <u>financial institutions</u> , including the Federal Deposit Insurance Corporation, contributes to financial security <u>and protects solvency</u> (H, E)	(H) explain how the limited government regulation of <u>financial institutions</u> , including the Federal Deposit Insurance Corporation, contributes to financial security <u>and protects solvency</u> (H, E)
5	(A) compare revolving credit and installment credit, considering interest rates, fees, and repayment schedules (E);	(A) compare <u>types of credit available in voluntary lending including</u> revolving credit and installment credit, considering interest rates, fees, and repayment schedules (E);

High School Economics		
1	(B) Explain the relationship between virtue, character, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament.	<p>Amend to add specificity:</p> <p>“Identify the relationship between virtue, including trust, courage, and justice, with individual economic endeavors found in historical and religious texts, including the Torah and the Old Testament.”</p>
3	(B) summarize the economic theories of Adam Smith using primary and secondary sources (H, G/Civ, E, S);	<p>This SE does not expect students to understand the principles. Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook.</p> <p>Recommend change: 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);</p>

3	(D) interpret the relationship between virtue, character, and individual economic endeavors in classical economics (H, G/Civ, E, S).	<p>Without direction, this would be difficult for a teacher and a student.</p> <p>Recommended change: explain how individual character traits such as responsibility and work ethic were believed to contribute to economic success in classical economic thought</p>
4	<p>(A) describe and compare socialism and communism (E, S);</p> <p>(B) summarize the economic theories of Karl Marx using primary and secondary sources (H, G/Civ, E, S);</p> <p>(C) summarize the economic theories of Friedrich Engels using primary and secondary sources (H, G/Civ, E, S); and</p>	<p>This lacks clarity, measurability, and is redundant. Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook.</p> <p>Recommend:</p> <p>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).</p>

5	<p>(A) describe neoclassical economies (E);</p> <p>(B) summarize the economic theories of Friedrich Hayek using primary and secondary sources (H, G/Civ, E, S);</p> <p>(C) summarize the economic theories of Milton Friedman by using primary and secondary sources (H, G/Civ, E, S); and</p> <p>(D) interpret the relationship between virtue, character, and individual economic endeavors in neoclassical economies (H, G/Civ, E, S).</p>	<p>This lacks clarity, measurability, and is redundant.</p> <p>Additionally, there is one primary source from which these ideas come from. Secondary sources may be problematic as without direction, it also opens the door to the use of potentially politically charged or controversial materials that may distract from the intended study of imperialism itself. The main secondary source students will have available to them is their textbook.</p> <p>Recommend:</p> <p>explain the basic ideas of neoclassical economics and how economists such as Friedrich Hayek and Milton Friedman emphasized individual choice, market competition, and limited government intervention in the economy.</p>
6.	<p>(6) History of Economic Thought. The student understands similarities and differences between key economic theories. The student is expected to compare the theories of leading classical, socialist, communist, and neoclassical economists using primary and secondary sources (H, E, S).</p>	<p>This is redundant to the previous sections</p>
11	<p>(B) evaluate the impact of charging interest on scarcity and opportunity costs (G/Civ, E, S).</p>	<p>Evaluate is difficult to measure and this is the first time student have been exposed to this concept.</p> <p>Recommended change: explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E).</p>

11	(C)Correction	Factual Inaccuracy: Replace “John Stuart Mill” with Jevons, Menger, and Walras”
15	(B) graph equilibrium price using a supply and demand model (E); (C) analyze economic data to determine changes in equilibrium price (E, S); and	This is the first time students have been introduced to this concept. No where do they have to learn what equilibrium price is. Graphing will be an instructional activity whereby students practice this. Recommended change: define equilibrium price and identify determinants of change to equilibrium price.
15	(D) explain the circular flow model (E).	Recommended change to: “describe”
16	(A) determine the relationship between relative scarcity and prices (E, S); (B) interpret price floors through the analysis of a supply and demand graph (E, S); (C) interpret price ceilings through the analysis of a supply and demand graph (E, S); (D) interpret surplus through the analysis of a supply and demand graph (E, S); (E) interpret shortage through the analysis of a supply and demand graph (E, S); and	This set of student expectations introduces multiple technical terms and graph-based interpretations at the same time students are first learning the foundational concepts of supply, demand, and price. As a result, students may struggle to build a clear mental model of how scarcity and prices guide economic decision-making. Recommended change: (A) explain how scarcity influences supply, demand, and market prices;
	(F) explain price elasticity (E).	(B) analyze how price controls such as price floors and price ceilings can create surpluses or shortages; and (C) explain how price elasticity reflects how consumers and producers respond to changes in price.

26	<p>(A) explain examples of sales tax (G/Civ, E);</p> <p>(B) explain income tax (G/Civ, E);</p> <p>(C) explain property tax (G/Civ, E);</p> <p>(D) explain excise tax (G/Civ, E); and</p>	<p>Verbs should be changed to “define” to build foundational knowledge. The application comes in section E.</p>
29	<p>(A) describe the purpose of the Federal Reserve System in setting monetary policy (G/Civ, E); and</p> <p>(B) analyze how the Federal Reserve influences interest rates (G/Civ, E, S).</p>	<p>Recommend delete B. It is redundant to A.</p>
32	<p>(32) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:</p> <p>(A) define money supply (E);</p> <p>(B) analyze the effect of increases and decreases in the money supply on the economy using a variety of resources (G/Civ, E, S);</p> <p>(C) describe monetary tools used by the Federal Reserve (G/Civ, E);</p> <p>(D) interpret discount rates (G/Civ, E);</p> <p>(E) interpret reserve requirements (G/Civ, E);</p>	<p>This fits with section 29 about the federal reserve system. These are all related to that.</p> <p>This set of student expectations introduces multiple technical aspects of monetary policy before students have fully developed a basic understanding of money supply and its role in the economy. The separation of closely related concepts, such as monetary policy tools and the discount rate, may fragment learning and overemphasize procedural or technical knowledge rather than foundational cause-and-effect relationships. Additionally, the expectation to analyze broad economic impacts using a variety of resources may increase cognitive load for students</p>

	<p>(F) explain fractional reserve banking (G/Civ, E); and</p>	<p>encountering macroeconomic concepts for the first time, potentially limiting the development of clear conceptual understanding.</p> <p>Recommended change: (A) define money supply; (B) explain how increases or decreases in the money supply can influence inflation, interest rates, and economic growth; and (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.</p>
	<p>(A) define limited reserves (E, S); (B) define ample reserves (E, S); (C) compare limited and ample reserves (E, S); (D) evaluate the condition under which limited and ample reserves are used in monetary policy (E, S); (E) analyze the Chicago school of economics (monetarism) using primary and secondary sources (H, E, S); and (F) analyze Austrian economics using primary and secondary sources (H, E, S).</p>	<p>Again, this is too technical and should be simplified for first time learners and well beyond what they should know about economics to become proficient as first time learners.</p>

High School Government		
11	(A) analyze arguments supporting the ratification of the Constitution within Federalist papers 10, 51, and 78 to understand point of view and historical perspectives (G/Civ, S); and	<p>There is a tremendous emphasis on primary sources in this course. Analyzing will require an intense amount of time. Recommend adding specificity. Additionally understanding point of view and historic perspective is inherent in direction of the SE.</p> <p>analyze arguments supporting the ratification of the Constitution in <i>Federalist No. 10 on controlling factions</i>, <i>Federalist No. 51 on separation of powers and checks and balances</i>, and <i>Federalist No. 78 on the role of an independent judiciary</i> (G/Civ, S).</p>
11	(B) analyze arguments against the ratification of the Constitution within Brutus 1 to understand point of view and historical perspectives (G/Civ, S).	<p>Edits for same reasons as above analyze identify arguments against the ratification of the Constitution in <i>Brutus I</i>, including concerns about a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S).</p>
13	(G) explain the role of the Electoral College and its impact on election outcomes, including the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).	<p>This SE does not clarify the reason for and significance of electoral college</p> <p>Recommended change to: explain how the Electoral College balances population influence by giving smaller states a more equal voice in presidential elections than a direct popular vote and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ).</p>

14	(E) describe how the balance of power between states and the federal government is impacted culturally, economically, or politically by historical conflicts societies, economies, or political systems, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).	The organization of this is confusing. Recommended change: . describe how the balance of power between states and the federal government is impacted culturally, economically, or politically by historical conflicts societies, economies, or political systems, conflicts and crises in the United States history changed the balance of power in the federal system in between the state and national governments including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E).
15	<u>(A)</u> identify representatives and describe roles in the Texas executive branch using inquiry and research methods to locate relevant sources (G/Civ, S);	Including inquiry and research methods complicates basic civic learning by prioritizing research processes over students’ understanding of the roles and responsibilities within the Texas executive branch. It
	<u>(B)</u> identify representatives and describe roles in the Texas legislative branch using inquiry and research methods to locate relevant sources (G/Civ, S); <u>(C)</u> identify representatives and describe roles in the Texas judicial branch using inquiry and research methods to locate relevant sources (G/Civ, S); <u>(D)</u> identify representatives and describe roles in the local government using inquiry and research methods to locate relevant sources (G/Civ, S);	is also a pedagogical approach beyond the scope of TEKS.
16	<u>(A)</u> evaluate the Bill of Rights for evidence of protected civil liberties and civil rights (G/Civ, S); and	Reframe to make knowledge center Recommended change to: identify civil liberties and civil rights protected in the Bill of Rights (G/Civ).

16	<u>(B)</u>	<p>Amend to:</p> <p>Explain the role of the U.S. Supreme Court with interpreting rights guaranteed by the U.S. Constitution through its decisions, including <i>Brown v. Board of Education of Topeka</i>, <i>Miranda v. Arizona</i>, <i>Dobbs v. Jackson’s Women’s Health Organization</i>, <i>Students for Fair Admission v. Harvard</i>, <i>Pierce v. Society of Sisters</i>, and <i>Texas v. Johnson</i>. (G/Civ, H, Geo/C)</p>
17	(B) use economic data and models of the federal government spending to explain economic concepts, issues, or policies (G/Civ, E, S);	<p>This expectation is overly broad and skill-heavy, emphasizing data analysis and modeling before students have developed a clear understanding of basic fiscal policy concepts, which may complicate instruction and assessment.</p>
17	(E) use economic data and models of Texas state government spending to explain economic concepts, issues, or policies (G/Civ, E, S)	<p>This expectation is overly broad and skill-heavy, emphasizing data analysis and modeling before students have developed a clear understanding of basic fiscal policy concepts, which may complicate instruction and assessment.</p>

High School Sociology		
1	(E) explain deviant behavior and how this behavior is viewed and treated in society (Geo/C)	<p>Introduces deviant behavior and how it is viewed in society. Deviance is a major topic within the field of Sociology. Simply put, deviant behaviors are violations of established cultural or social norms or established laws. Because it has theoretical depth and breadth, it is recommended to highlight its most salient features, like social control, social order, positive sanctions, negative sanctions, informal sanctions, and formal sanctions. Drawing distinctions between criminal and non-criminal deviant behavior will facilitate further understanding of the concept.</p> <p>Recommend change to: explain how key aspects of deviant behavior regulate conduct in society including formal violations of official, codified laws and norms and informal minor violations of unwritten social rules or customs. (G/Civ, H, Geo/C)</p>
3	(A)explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions (G/Civ, Geo/C, E);	<p>Explores the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions. Robert K. Merton developed these core concepts with the aim of refining functionalism.</p> <p>Recommended change to 1(B) to include Robert Merton is added as a central sociological scholar in Citation 1(B).</p>

3	(C)explain rational choice theory, including utilitarianism, and how both affect human behavior (G/Civ, Geo/C, E);	<p>States to explain rational choice theory (RCT), including utilitarianism, and how both affect human behavior. This knowledge and skill statement has been streamlined, but it is recommended that it is more specific and includes how RCT is applied, like in economics (consumer buying habits), criminology (the cost and benefit of committing a crime), and politics (voting behavior).</p> <p>Recommended change to: Explain rational choice theory and how it affects human behavior including consumer buying habits, the rational choice of committing a crime, and voting behavior. (G/Civ, H, Geo/C)</p>
7	(A)explain how power affects social groups, modern political institutions, individuals and society (G/Civ, Geo/C, S);	<p>(strikethrough A) Deleted Lord Acton’s famous quote “Power tends to corrupt; absolute power corrupts absolutely.” Recommend retaining this quote and linking George Washington’s decision to not seek a third term as an example of patriotism to the new nation by avoiding the appearance of ambition and setting precedent for the peaceful transfer of power. This also connects to Washington’s Farewell Address 1796 that is found in United States Government, Citation 3(D).</p> <p>Recommended change to: Analyze the meaning of Lord Acton’s quote that “Power tends to corrupt; absolute power corrupts absolutely” with George Washington’s voluntary relinquishment of power by declining a third term. (G/Civ, H,)</p>

8	(C)identify systems of social stratification (Geo/C, E);	<p>Recommended change to DELETE 8(C) – this does not fit under the topic of social capital</p> <p>Recommended to restore 8 (A) that was deleted in work group B:</p> <p>Evaluate Robert Putnam’s view on the importance of civic engagement and social capital in democratic life including voter turnout, social trust, political engagement, and community well-being. (G/Civ, H, Geo/C)</p> <p>Rationale: Deleted Robert Putnam’s view on the civic value of social capital utilizing from primary sources.</p> <p>Recommend retaining Robert Putnam’s work. Its application in today’s modern world is relevant insofar as traditional social institutions have eroded with a commensurate loss of a sense of belonging. The loss of belonging (or the social glue that makes community) has led to loners who become detached from social, associational, and civic life. Loneliness is a modern-day epidemic. Value if found in our communities and the social structure.</p> <p>Also adds social stratification as content for social capital. Recommend the full deletion of social stratification because it is a different and distinct topic and will confuse the teacher and students.</p>
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High School World Geography		
1	(A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H. Geo/C).	<p>Recommended Change:</p> <p>(A) explain the historical development of geographic tools, including medieval charts, Mercator projections, atlases, sextants, and land surveying tools reference maps, thematic maps, and map projections (H. Geo/C).</p>
1	(B) explain how reference and thematic maps reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C):	<p>Recommended Change:</p> <p>(B) explain how compare the different purposes and uses of reference maps, and thematic maps, and map projections reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections (H, Geo/C):</p>
1	(C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C. S);	<p>Recommended Change:</p> <p>(C)Use modern geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C. S);</p>
1	(D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C. S); and	<p>Recommended Change:</p> <p>(D) develop and use mental maps to understand locational, historical, political, and physical geography through relative location, spatial patterns, processes, and relationships at various scales (Geo/C. S); and</p>

1	(E) explain the purposes of regionalization (Geo/C).	Recommended Change: (E) explain the distinctive characteristics of the ten major world regions purposes of regionalization (Geo/C).
2	(A) interpret demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to understand population characteristics (Geo/C. S).	Recommended Change: (A) (F) interpret demographic data, including birth and death rates, population pyramids, fertility, life expectancy and population density patterns, to understand population characteristics and predict future population trends in different countries (Geo/C. S).
2	(B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);	Recommended Change: DELETE ALL: Substance now included in (2)(F).
2	(C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);	Recommended Change: DELETE ALL: Substance now included in (2)(D).
2	(D) compare levels of development and standard of living in a variety of places using Gross Domestic Product (GDP) and literacy rates (Geo/C, S);	Recommended Change: (D) (G) compare levels of development and standard of living in a variety of places countries using Gross Domestic Product (GDP) and literacy rates (Geo/C, S); and
2	(E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C):	Recommended Change: DELETE ALL: Substance now included in (2)(E).
2	(F) describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C):	Recommended Change: DELETE ALL: Substance now included in (2)(E).
2	(G) compare government systems along the political	Recommended Change:

	spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy. republic, theocracy, authoritarian, and totalitarian (G/Civ):	DELETE ALL: Substance now included in United States Government (1)(A)
2	(H) describe how Earth-Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C): and	Recommended Change: (H) describe how Earth-Sun relationships and elevation impact affect the spatial distribution of climates or biomes (Geo/C). and
2	(I) describe patterns of culture. including language, religion, land use, education, and customs (Geo/C).	Recommended Change: DELETE ALL: Substance now included in (2)(E).
3-8	New Section: United States and Canada, including Texas	Recommended Addition: (#) United States and Canada, including Texas. The student understands the historical political geography of the United States and Canada, including Texas. The student is expected to: (A) describe and trace on a map the voyages of European exploration and the subsequent colonization, including Columbus, Coronado, Cartier, and Cabot; (B) describe and trace on a map the Spanish, French, Dutch, and English colonies in North America; and (C) describe and trace on a map the westward expansion of the United States.
3-8	New Section: United States and Canada, including Texas	Recommended Addition: (#) United States and Canada, including Texas. The student understands the historical military geography of the United States and Canada, including Texas. The student is expected to: (A) trace the major campaigns and battles of the American Revolutionary War; (B) trace the major campaigns and battles of the Mexican-American War; and (C) trace the major campaigns and battles of the American Civil War.
5	A	Omit. Beyond the scope of geography.
6	A	Omit. Beyond the scope of geography.
6	B	Omit. Beyond the scope of geography.

7	New Subsection: United States and Canada, including Texas	Recommended Addition: (C) explain the historical significance of major civilizational sites, including Cahokia, Mesa Verde, L’Anse aux Meadows, Williamsburg, Washington DC, and the Alamo.
8	B	Omit. Beyond the scope of geography.
11	A	Omit. Beyond the scope of geography.
9-12	New Section: Latin America	Recommended Addition: (#) Latin America. The student understands the historical military geography of Latin America. The student is expected to: (A) explain how geography affected key military events in Latin America including Cortes’ conquest of the Aztec Empire, Bolivar’s liberation of New Granada, Scott’s conquest of Mexico City, and the Santiago de Cuba campaign.
12	New Subsection: Latin America	Recommended Addition: (D) explain the historical significance of major civilizational sites, including the Machu Picchu, Chichen Itza, Mexico City, the Basilica of our Lady of Guadalupe, and Christ the Redeemer statue.
15	B	Omit. Beyond the scope of geography.
13-16	New Section: Sub-Saharan Africa	Recommended Addition: (#) Sub-Saharan Africa. The student understands the historical political geography of Sub-Saharan Africa. The student is expected to: (A) identify major ancient empires, including Kush and Aksum;

		<p>(B) identify major medieval empires, including Zimbabwe and the sub-Saharan empires of Ghana, Mali, and Songhay; and</p> <p>(C) identify major early modern empires, including Kongo and the kingdoms of Oyo, Asante, and Dahomey.</p>
13-16	New Section: Sub-Saharan Africa	<p>Recommended Addition:</p> <p>(#) Sub-Saharan Africa. The student understands the historical economic geography of Sub-Saharan Africa. The student is expected to:</p> <p>(A) explain the significance of notable geographical regions, including navigable waterways;</p> <p>(B) explain the significance of notable trade arteries, including medieval, trans-Saharan, Indian Ocean, and Triangular Trade; and</p> <p>(C) explain the significance of tse-tse fly distribution, including the consequences of its effects on humans, horses, and cattle.</p>
13-16	New Section: Sub-Saharan Africa	<p>Recommended Addition:</p> <p>(#) Sub-Saharan Africa. The student understands the historical civilizational geography of Sub-Saharan Africa. The student is expected to:</p> <p>(A) identify the spread of civilizations, including Egyptian;</p> <p>(B) explain how geography affected the spread of religions, including Coptic Christianity, Islam, and Western Christianity; and</p> <p>(C) identify Portuguese maritime explorations, including Henry the Navigator, Bartolomeu Dias, and Vasco da Gama.</p>
16	New Subsection: Sub-Saharan Africa	<p>Recommended Addition:</p> <p>(D) explain the historical significance of major civilizational sites, including Lalibela, Great Zimbabwe, Timbuktu, and the Yamoussoukro Basilica.</p>

17-20	New Section: Southwest Asia and North Africa	<p>Recommended Addition:</p> <p>(#) Southwest Asia and North Africa. The student understands the historical political geography of Southwest Asia and North Africa. The student is expected to:</p> <p>(A) identify major empires, including Babylon, Egypt, Persian, Hellenistic, the Roman Empire, the Islamic Caliphates, the Crusader Kingdoms, and the Ottoman Empire; and</p> <p>(B) explain the rise and decline of 19th and 20th century European control and influence.</p>
17-20	New Section: Southwest Asia and North Africa	<p>Recommended Addition:</p> <p>(#) Southwest Asia and North Africa. The student understands the historical civilizational geography of Southwest Asia and North Africa. The student is expected to:</p> <p>(A) identify the spread of civilizations, including Mesopotamian, Egyptian, Levantine, Persian, and Greek; and</p> <p>(B) explain how geography affected the spread of religions, including Zoroastrianism, Judaism, Christianity, and Islam.</p>
17-20	New Section: Southwest Asia and North Africa	<p>Recommended Addition:</p>
		<p>(#) Southwest Asia and North Africa. The student understands the historical economic geography of Southwest Asia and North Africa. The student is expected to:</p> <p>(A) explain the geographical significance of notable trade arteries, including the Mediterranean, Indian Ocean, Silk Road, and Suez Canal.</p>

17-20	New Section: Southwest Asia and North Africa	Recommended Addition: (#) Southwest Asia and North Africa. The student understands the historical military geography of Southwest Asia and North Africa. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including the early Muslim conquests, the first Crusades, and the African campaigns of World War II.
19	New Subsection: Southwest Asia and North Africa	Recommended Addition: (D) identify major ethnic groups in Southwestern Asia and North Africa including Arabs, Persians, Berbers, Jews, Kurds, and Turks. (E) Describe the characteristics of major religious groups in Southwestern Asia and North Africa including Christianity, Judaism, Sh'ia Islam, and Sunni Islam.
19	B	Omit. Beyond the scope of geography.
20	New Subsection: Southwest Asia and North Africa	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Göbekli Tepe, Ur, the Pyramids, Troy, Jerusalem, Krak des Chevaliers, and Istanbul.
21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical political geography of Central and Southern Asia. The student is expected to: (A) identify major empires, including the Mauryan Empire, the Gupta Empire, the Delhi Sultanate, the Mughal Empire, and the British Raj; and (B) explain the rise and decline of 19th and 20th century European control and influence;

21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical civilizational geography of Central and Southern Asia. The student is expected to: (A) identify the spread of civilizations, including Indo-Aryan migrations, Persian, and Indic; and (B) explain the effects of geography on the spread of religions, including Sikhism, Hinduism, Buddhism, and Islam.
21-24	New Section: Central and Southern Asia	Recommended Addition: (#) Central and Southern Asia. The student understands the historical economic geography of Central and Southern Asia. The student is expected to: (A) explain the significance of notable trade arteries, including the Indian Ocean, Indus River, Ganges River, and the Central Asian-Indian horse trade.
24	New Subsection: Central and Southern Asia	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Mohenjo-daro, Udayagiri Caves, Samarkand, the Taj Mahal, and Calcutta.
25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical political geography of Southeast Asia and Oceania. The student is expected to: (A) identify major empires, including the Khmer Empire and French Indochina.

25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical civilizational geography of Southeast Asia and Oceania. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including Austronesian expansion and the Polynesian triangle.
25-28	New Section: Southeast Asia and Oceania	Recommended Addition: (#) Southeast Asia and Oceania. The student understands the historical military geography of Southeast Asia and Oceania. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including Dutch conquests, the Pacific campaigns of World War II, and the Vietnam War.
28	New Subsection: Southeast Asia and Oceania	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Borobudur and Angkor Wat.
29-32	New Section: East Asia	Recommended Addition: (#) East Asia. The student understands the historical political geography of East Asia. The student is expected to: (A) identify major empires, including the Chin Dynasty, the Mongol Empire, and the Empire of Japan; and (B) explain the rise and decline of 19th and 20th century European and Japanese control and influence.

29-32	New Section: East Asia	<p>Recommended Addition: (#) East Asia. The student understands the historical civilizational geography of East Asia. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including the Sinic; and (B) explain the effects of geography on the spread of religions and philosophies, including Confucianism, Daoism, Buddhism, and Christianity.</p>
32	New Subsection: East Asia	<p>Recommended Addition: (D) explain the historical significance of major civilizational sites, including the Potala Palace, Himeji Castle, Changdeokgung Palace, and Dunhuang Caves.</p>
33-36	General Comment: Russia and the Republics	<p>Recommended General Change: “Russia and the Republics” now duplicates “Central Asia” in “Central and Southern Asia.” Central Asia ought to be united with South Asia, with which it has much longer historical connections than with Russia. We already have suggested adding above “the Central Asian republics’ relationship to the former Soviet Union”. “Russia and the Republics” ought to be changed throughout to “Russia and the Transcaucasian Republics”.</p>

37-40	New Section: Europe	Recommended Addition: (#) Europe. The student understands the historical civilizational geography of Europe. The student is expected to: (A) identify the effects of geography on the spread of civilizations, including Celtic, Greek, Roman, and medieval Christian; and (B) explain the effects of geography on the spread of religions, including Judaism, Orthodoxy, Catholicism, Protestantism, and Islam.
37-40	New Section: Europe	Recommended Addition: (#) Europe. The student understands the historical military geography of Europe. The student is expected to: (A) explain the effects of physical geography on major military conflicts, including Napoleonic Wars, World War I, and World War II.
39	New Subsection: Europe	Recommended Addition: (C) Evaluate how political power is distributed at various scales, including the structure of the United Kingdom, and the German Federal Republic.
39	B	Omit. Beyond the scope of geography.
40	New Subsection: Europe	Recommended Addition: (D) explain the historical significance of major civilizational sites, including Stonehenge, the Acropolis, Pompeii, Chartres, St. Peter's Basilica, and Versailles.