

KINDERGARTEN

AMEND

Kindergarten, KS 5 (c) - explain that the Mayflower Compact was an agreement to work together, choose leaders, and follow rules, based on Christian values, for the good of the community (H, G/Civ, Geo/C, S).

TO

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

GRADE 2

AMEND

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

TO

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

AMEND

Grade 2, 2(g) - Identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).

TO

Grade 2, 2(g) - Identify ancient African civilizations, including Egypt and Kingdom of Kush; the Nok of West Africa; and Djenne-Djenno on the Niger River; and describe African contributions to writing, law, trade, art, agriculture, and oral history.

GRADE 3

REMOVE

Grade 3, KS 5 - (5) Ancient Israel and Connections to America and Texas. The student understands important ancient Israelite historical events and contributions to Western civilization, America, and Texas. The student is expected to:

- a. locate on a map the region of the ancient kingdom of Israel, including ancient Judea, the Jordan River, and Jerusalem (H, Geo/C, S);
- b. explain important stories from ancient Hebrew tradition found in the Old Testament of the Bible, including the Exodus from Egypt, the Promised Land, and the Ten Commandments (H, Geo/C);

- c. describe how Hebrew teachings, including the Ten Commandments, provided foundational ideas about right and wrong that influenced American laws (H, Geo/C);
- d. explain how the Hebrew idea of being a chosen people with a promised land influenced Puritans and others who moved to North America (H, Geo/C);
- e. identify Abraham as an ancient Hebrew leader whose story is important to Abrahamic religions (H, Geo/C);
- f. describe Moses' contributions as a law-giver through the Ten Commandments (H, G/Civ, Geo/C); and
- g. describe Moses as a Biblical figure who led the Israelites out of Egyptian slavery and later served as inspiration for African Americans held in slavery in America and Texas, and as inspiration for Colonists during the American Revolution (H, Geo/C).

Grade 3, KS 8 - (8) Ancient Rome and Connections to America and Texas. The student understands that important tenets of Christianity during the time of the Roman empire influenced Western Civilization, America, and Texas. The student is expected to:

- a. identify Jesus of Nazareth as the central figure in Christianity and describe how His teaching of the Golden Rule to treat others the way you want to be treated has become a well-known phrase in American culture (H, Geo/C);
- b. identify that Christianity began among Jewish communities living under Roman rule and that the Christians faced persecution and were enslaved for not worshipping the emperor (H, Geo/C);
- c. describe how Christian beliefs, including valuing every individual, doing what is right, and showing compassion for others, helped shape American ideas about equality, rights, and treating people with dignity (H, G/Civ, Geo/C);
- d. identify that the Roman Road system was a literal pathway for the spread of Christianity as a religion (H, Geo/C);
- e. explain that the spread of Christianity under Emperor Constantine led to its acceptance as the religion of the Roman Empire (H, G/Civ, Geo/C); and
- f. 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).

CONSOLIDATE AND REPLACE WITH

Belief systems long ago. The student understands the main belief systems that began long ago, including those of Native peoples of the Americas, and how they shaped later life

- a. name the main ancient belief systems and locate on a map where each began;
- b. describe how Hindu beliefs began in India, and that Hinduism includes many beliefs and ways of worship;
- c. describe how Judaism began among the people of the Levant, including the belief in one God (monotheism), as one of several ancient belief systems;
- d. describe Zoroastrianism, a belief system from ancient Persia that was important to the Persian empires;
- e. describe how Buddhism began in South Asia and grew from older beliefs;
- f. describe the gods and goddesses of ancient Greece and Rome, and how people used myths (traditional stories) to explain the world;
- g. describe the beliefs of Native peoples of the Americas, including those in what became Texas, as many different living traditions shared through spoken stories, ceremonies, and care for the land;
- h. identify that many groups have founding stories, such as the Exodus, Romulus and Rome, the Buddha, and Native origin stories, that are meaningful to each group, and explain that we also learn about the past from clues like objects and writing;
- i. explain how beliefs spread when people traveled and traded, such as Buddhism with the help of the king Ashoka and Christianity along Roman roads;
- j. describe how Christianity began among Jewish people under Roman rule, Christians were sometimes treated badly, and that Christianity was later allowed by the Roman leader Constantine, and became the main religion of the Roman Empire;
- k. explain that Jewish people had lived in many lands for a long time, and that after the Romans destroyed the Temple in Jerusalem, even more had to settle in faraway places;

l. identify that many traditions, including Native, Hindu, Buddhist, Jewish, Greek, and Christian, teach treating others the way you want to be treated, and explain that this idea has shaped how people think about fairness.

GRADE 4

ADD BACK IN:

- Locate Ghana, Mali, and Songhai, China, the Silk Road, the Indian Ocean, the Middle East, and Spain on a map. (H, Geo/C, S)
 - Identify Muhammad and the Quran and explain the spread of the Muslim governance from the Arabian Peninsula to parts of Africa, Asia, and Europe occurred because of trade routes and military conquest.
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AMEND:

Grade 4, 1 (c) - explain that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests (H, Geo/C, E);

TO:

Grade 4, 1 (c) - explain the causes and consequences of the Crusades that the purpose of the Crusades was to reclaim Christian control of the Holy Land and Jerusalem after previous Muslim conquests (H, Geo/C, E);

AMEND:

Grade 4, 1 (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 founder;

TO:

Grade 4, 1 (e) - Explain how Greek, Roman, and biblical texts were preserved during the Middle Ages, and explain that this learning, carried into later centuries by the printing press and Renaissance scholarship, contributed to the classical and biblical ideas the American founders drew on.

REPLACE:

Grade 4, 2 (c) - identify how Mansa Musa's wealth from gold, salt, and the slave trade later inspired worldwide exploration and trade in the Western Hemisphere (H, Geo/C);

WITH :

Grade 4, 2 (c) - Describe Mansa Musa of Mali, the wealth of the West African gold and salt trade, and whose empire supported centers of learning, including Timbuktu; and explain

how reports of West African gold attracted European interest in trade and exploration (H, Geo/C).

GRADE 6

AMEND

Grade 6, 2(e) - identify the Barbary War, including the Battle of Tripoli, as a key event that influenced Thomas Jefferson's decision to use military force overseas and contributed to the development of the United States Navy (H, G/Civ);

WITH

Grade 6, 2(e) - Identify the First Barbary War, including the Battle of Tripoli Harbor, as the United States' first major overseas use of military force, and explain that it tested the new United States Navy established under Presidents Washington and Adams (H, G/Civ);

GRADE 7

REPLACE/REWORD

ORIGINAL - Grade 7, 9(f) - explain how modern Israel, with increased international support following the Holocaust, was established in 1948 and how later conflicts in 1967 and 1973 contributed over time to peace treaties with Egypt and Jordan (H, G/Civ)

TO

PROPOSED CHANGE - Grade 7, 9(f) - Trace historical factors in the creation of the State of Israel, including the Holocaust, the role of the British in the region, and the displacement of Palestinian Arabs, and peace treaties with Egypt and Jordan.

AMEND:

Grade 7, KS 16 (a) - explain the September 11, 2001, terrorist attacks motivated by radical Islam and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);

TO:

Grade 7, KS 16 (a) - Describe the September 11, 2001, terrorist attacks carried out by al-Qaeda, and the immediate impact of the attacks on the United States, including national security concerns and public response (H, G/Civ);