

Grade and Standard	Amendment	Comments
All Introductions	<u>Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include: Students are expected to:</u>	Better aligns to the skills listed below which all start with
Kinder 9B	(B) recognize identify "The National Anthem" when played aloud and practice good citizenship behaviors while listening, including standing and facing the flag, with hand over heart, as physically able (H, G/Civ, S).	Recognize is not a measurable verb. Correction of strands. Includes no historical context and no disciplinary thinking skills.
Kinder 11D	(D) demonstrate respectful listening and responding during classroom discussions (S); and	Redundant with skills listed in the introduction
2nd Grade 2G	identify the continent of Africa on a map, locate ancient African kingdoms, including Mali, Kush, and other Nile River Valley civilizations, and understand describe contributions to trade, art, and agriculture and the tradition of oral history (H, G/Civ, Geo/C, E, S).	Measurable verb

2nd Grade 7B	(B) retell the story of Francis Scott Key who wrote the "Star-Spangled Banner" which became the national anthem in 1931 (H, G/Civ, Geo/C, S);	Could lead people to think the poem was written in 1931.
4th Grade 3J	explain identify that the Magna Carta, created in 1215 in England, drafted by the Archbishop of Canterbury, was the first document that limited the power of the king and protected individual rights, based on Christian beliefs (H, G/Civ, Geo/C);	Extra information, and not necessarily historically accurate as there were other authors. Identify is the more appropriate verb when there is explicit information students should know. Also could change to "(J) explain that the significance of the Magna Carta, created in of 1215 including its influence on limits of governmental power and protections of individual rights, and constitutional government in America"
5th Grade 3B	(B) identify that Alonso Alvarez de Pineda as the first European to map the Texas Gulf Coast (H, G/Civ, Geo/C, E);	Grammar
5th grade 5K	compare periods of cooperation and conflict between colonists and American Indian groups, including Powhatan Confederacy and the Powatan Powhatan Anglo Wars (H, G/Civ, Geo/C, E);	Spelling
5th Grade 9C	explain how delegates at the Constitutional Convention made decisions and resolved	Spelling

	disagreements, including the Connecticut Compromise that created a bi-cameral bicameral 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);	
6th Grade Introduction	(D) Students examine the Reconstruction Era, including the African Americans' acquiring of citizenship, individual rights, and the long-term effects of the Civil War. (E) (D) Students examine the Civil War and Reconstruction to understand how sectional conflict and slavery led to war and how Reconstruction sought to redefine citizenship, rights, and responsibilities, while also considering the long-term effects of its conclusion.	D is not necessary as E includes Civil War and Reconstruction
6th Grade 2C	describe anti-slavery movements within colonial in early America, including the work of John Woolman, and how these efforts continued into the national period of the United States (G/Civ, H);	Correction of time period. Needs History strand coding.
6th Grade 4C	describe how similarities, including federalism and popular sovereignty, between the Texas Mexican Federal Constitution of 1824 and the United States Constitution served as motivation for settlers to come to Texas (G/Civ);	Historical Accuracy

6th Grade 8	Texas, The Civil War, and Reconstruction. The student understands the causes, effects, events, and people of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:	Antebellum means “before the Civil War” and does not refer to during the Civil War. Section 8 does not include any events from Reconstruction, only the Civil War.
6 th Grade 6.6(E)	(E) <u>explain the contribution of Sam Houston's leadership of the Texian army and his role in securing independence at the Battle of San Jacinto and how the Treaties of Velasco formally ended the Texas Revolution and recognized Texas as an independent republic</u>	
6th Grade 9	Texas, the Civil War, and Reconstruction. The student understands the causes, effects, events, and people during of the Civil War and Reconstruction in Antebellum Texas and America. The student is expected to:	Antebellum means “before the Civil War” and does not refer to after the Civil War. All SEs in this section refer to Reconstruction.
7th Grade 3J	(J) identify that the Great Depression worsened economic recovery (E);	Standard is not necessary. The Great Depression is by definition a period of worsened economic conditions. This is also covered in 3G&H.
7th Grade 5J	(J) describe how fears of communist Bolshevik revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht (H, G/Civ, E).	Actual name of historical event.

7th Grade 7A	describe the early Axis invasions, including Japan's invasion of China and Europe , and the German and Soviet invasions of Poland and France (H);	Japan did not invade Europe
8th Grade 6J	describe how ideas from the Federalist Papers, including republican government in Federalist 10, separation of powers in Federalist 51, and judicial authority in Federalist 78, are reflected in the United States and Texas Constitutions (Geo,C); (G/Civ, S)	Fix strand
8th Grade 13D	13 Texas in the Great Depression and World War II. The student understands life in Texas during the Great Depression and the contribution of Texans to American victory in World War II. The student is expected to: (D) describe the role of Jane Yelvington McCallum as Texas Secretary of State from 1927 to 1933, including her efforts to expand civic participation and government transparency during the late 1920s and early 1930s in women's suffrage which led to expanded voting rights in the 19th Amendment (H, G/Civ, Geo/C);	Women's suffrage movement is outside of the time period of the KS (Great Depression and WWII). Focusing on McCallum's work as Secretary of State is more significant and relevant to the time period.
World History 17B	(B) explain the events of the French Revolution, including the storming of the Bastille, the	Wrong King Louis.

	dissolution of the Catholic Church, and the execution of Louis XIV XVI (H, G/Civ, Geo/C, E);	
United States History 6G	(G) identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Frederick Douglass, and Harriet Tubman (H, G/Civ).	Spelling
United States History 8B	(B) identify key developments leading to the Civil War, including Uncle Tom's Cabin, Kansas-Nebraska Act, Dred Scott v. Sanford (1857), Lincoln-Douglas Debates (1858), and John Brown's raid (H, G/Civ, Geo/C); and	Add hyphen to Kansas-Nebraska Act
United States History 4A	(A) explain how the Articles of Confederation limited central government and how those limitations led to problems, including Shay's Shays' Rebellion (G/Civ);	Spelling. His name was Daniel Shays.
Government 13G	(G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824 , 1876, 1888, 2000, and 2016 (H, G/Civ).	Election of 1824 was decided by House of Representatives.

