

K-5

~~K.1.(B) identify the Three Sisters crops in pictures, including squash, beans, and corn, as foods grown by the Iroquois and Cherokee (H, Geo/C, S);~~

~~(7) (8)~~ Free Enterprise. The student understands key elements of free enterprise. The student is expected to:

~~(A) identify examples, with adult assistance, and sort pictures of goods and services, including food, clothing, and shelter (G/Civ, E, S);~~

~~(B) identify examples, with adult assistance, and sort pictures of services, including a teacher teaching students, a doctor caring for patients, and a worker building homes (G/Civ, E, S);~~

~~(C) (B) identify examples, with adult assistance and sort pictures of wants and needs, and needs including toys, games, and desserts (G/Civ, E, S); (Clark 6-3 (A-C))~~

~~(D) (B) identify, with adult assistance and sort pictures of wants and needs, including food, water, clothing, and shelter (G/Civ, E, S);~~

K.9.A (A) identify the American flag as a national symbol of freedom and independence (H, G/Civ, S);

~~1.13.(D) describe Henry O. Flipper as an engineer and surveyor who worked in Texas to help with measure land and oil and help plan water and drainage projects, showing courage and skill for farmers and communities (H, E, S); and Hickman/Hall vv~~

~~2.13.(A) describe 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);~~

~~2.13.(B) identify the Clovis in North America as one of the first known civilizations, and describe archeological evidence that shows the Clovis people lived in areas that are now part of and Texas (H, G/Civ, Geo/C, E, S);~~

~~2.13.(F) identify the Greek and Roman civilizations as people who developed innovations, including aqueducts (H, G/Civ, Geo/C, E, S); and (Francis/Maynard)~~

~~2.13.(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); and,~~

~~2.13.(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); and, identify contributions from ancient African Kingdoms including art, trade, and irrigation (H, Geo/C, E).~~

~~2.13.(H) identify contributions from ancient African Kingdoms including art, trade, and irrigation (H, Geo/C, E).~~

~~3.2(F) (F) identify Mayan civilization contributions, including architecture, the building of temples for religion and community life, the development of writing to record history, the study of astronomy to create calendars, and the use of the mathematical concept of zero to help with counting (H, Geo/C).~~

- 3.3(A) locate ~~and label~~ on a map the eight major geographic regions of Texas, including East Texas, Blackland Prairie, Coastal Plains, South Texas, West Texas, Panhandle, Hill Country, and Trans-Pecos (H, Geo/C, S);
- 3.3(B) ~~locate on a map identify~~ the Gault Site in Williamson County ~~and explain that the site contains artifacts of some of the earliest Texans (H, Geo/C, S); and~~
- 3.4.(B) (C) ~~explain how early civilizations farmed corn, beans, and squash in fertile river valleys; hunted bison (buffalo) and deer on the plains; used coastal resources, including fish and alligators for food; and gathered plants, including cactus roots (H, Geo/C);~~
- 3.4(D) (E) ~~describe the practice of slavery through captive taking (move: during conflict) among some early American civilizations in Texas and explain that captives taken during conflict were forced to work or live in harmful conditions under the control of others (H, Geo/C);~~

GRADES 6-8

- 6.1.B ~~explain describe~~ the social hierarchy caste system in Mexico, ~~including peninsulares, criollos, mestizos, American Indians, and enslaved Africans, and Afro-Mexicans~~[AY1] (H, Geo/C); ~~and (Brooks/2nd7-6)~~
- 6.5.A (A) identify how innovations, including steamboats and the cotton gin, influenced westward expansion (H, Geo/C, E);
- 6.6.(A) explain how the tensions between ~~Texian settlers and the Mexican government increased after the~~ suspension of the Mexican Constitution of 1824 ~~and early conflicts such as~~ the Battle of Gonzales ("Come and Take It"), and the Siege of Béxar increased tensions between Texian settlers and the Mexican government (H, G/Civ);
- 6.10.G identify the contributions of major business leaders including *Alexander Graham Bell and Thomas Edison* and explain how their innovations changed the United States
- 6.10.H add "and explain debates over their business practices"
- 6.10.(I) ~~—explain how industrialization caused many Americans to move from farms to cities in search of jobs, leading to the rapid growth of American cities in the late 1800s (H, E);~~
- 6.10.(J) identify how migration contributed to the growth of Texas cities and the development of the United States as a melting pot ~~including, in Galveston, Houston, and El Paso~~ (H, Geo/C);
- 6.11.(A) identify important developments during westward expansion after the Civil War, including the American cowboy era, the Chisholm Trail, the Goodnight^[OB]Loving Trail, ~~and the growth of "cowtowns" that supported the cattle industry, and conflicts between settlers and American Indians~~ (H, Geo/C);
- 6.11.(C) ~~—explain how land grants and railroad expansion supported westward settlement, including support of agriculture, and describe how the railroad contributed to the closing of the frontier by establishment of cities and towns and making long cattle drives less necessary (H, Geo/C, E);~~

6.5.C describe how the presidency of Andrew Jackson ~~shaped the nation~~ expanded suffrage and expanded federal power during the nullification crisis and the Indian Removal Act, including his federal land policies, ~~the Indian Removal Act, the nullification crisis, the dismantling of the Second Bank of the United States, the spoils system, and the expansion of suffrage~~ (H, G/Civ, E); and
*** trail of tears below is result of indian removal act

6.6.D correct the order of Santa Anna. He was not at all battles.

~~6.8.B explain how the Missouri Compromise and Nat Turner's Rebellion heightened sectional tensions and deepened disagreements over slavery in the United States (H, G/Civ); (Ellis/Little—reinsert adopted VV)~~

*** Missouri Compromise is repeated

7.1.(C) -explain the effects of Theodore Roosevelt's major domestic policies, including the creation of the National Park Service, Big Bend National Park, and the Meat Inspection Act, 7.1. (H, G/Civ, E);

7.2.C explain the impact of artillery, machine guns, tanks, barbed wire, poison gas, and trench warfare on the high death toll and widespread destruction of land in Europe during World War I (H);

~~7.3.(D)—explain characteristics that defined the Bolshevik government in Russia, including a one-party dictatorship with concentrated political power, the elimination of opposition, and the mass violence used to control society (H, G/Civ).~~

7.4.A identify domestic challenges for the United States following World War I, related to racial violence and intolerance, including the Tulsa Race Riots and ~~the resurgence of intolerance, of Black Americans, Catholics, Jews, Mexicans, Mexican Americans, and immigrants by the Ku Klux Klan and the Tulsa Race Riots.~~

7.4.G explain the causes of the life during the Great Depression, including the stock market crash of 1929 and bank runs failures, and describe the effects on American society, including widespread unemployment, and the growth of Hoovervilles (H, E);

7.4.(K) explain the geographic causes of the Dust Bowl, including drought, high winds, and over-farming, and the effects on communities, agriculture and migration (H, Geo/C, S); and

7.4.K (K) (L) explain the geographic ~~patterns and processes~~ causes of the Dust Bowl, including drought, high winds, and over farming, and the effects on communities, agriculture and migration (H, Geo/C, S); and

7.4.(L) (M) describe how Texans relied on churches, charities, and community support during the Dust Bowl and rebuilt their lives with a shared sense of endurance and hope

~~7.5.(C) identify workers' rights promoted during the New Deal and the role of Frances Perkins as the first female Secretary of Labor, including how these efforts reflected Progressive ideas about protecting workers through government action (H, G/Civ, E).~~ identify Progressive ideas promoted through the New Deal and the role of Frances Perkins and the first female Secretary of Labor

7.6.(F) explain the conditions that led to the rise of Adolf Hitler and the Nazi Party in Germany, including, propaganda the Treaty of Versailles, unemployment, lost savings, and hyperinflation (H, G/Civ);

7.7.(B) identify the countries ~~comprised of~~ within the Axis and Allied Powers (H);

7.7.T describe how anti semitic propaganda and dehumanization led to Jews being put in an extensive camp system;

7.10. (A) describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott following the protests by Claudette Colvin and Rosa Parks, ~~sit ins, marches, and freedom rides~~

7.10.B describe how immigrants who entered *Texas through Galveston and El Paso the United States through Ellis Island and Angel Island*, and who entered *Texas through Galveston and El Paso the United States through Ellis Island and Angel Island*, faced federal immigration restrictions, including the Chinese Exclusion Act. (H, G/Civ, Geo/C); (Hickman Adopted VV)

7.6.(H) describe ~~how fears of communist Bolshevik revolution and antisemitism in Germany contributed to Nazi policies, including the Nuremberg Laws, and actions, including Kristallnacht~~ how the long history of anti semitism including Jew Badge, ghettos, and racial pseudo science shaped Nazi policies including Nuremberg Laws and the November Pogrom previously known as Kristallnacht;

7.7O describe the Holocaust, ~~including how the Nazi regime attempted to exterminate the Jewish people and other targeted groups using systematic mass murder through executions and concentration camps as~~ the systematic, bureaucratic, stakeholder persecution murder of six million Jews by the Nazi regime and its collaborators.

7.7.(T) describe how antisemitic propaganda and dehumanization led to Jews being put in an extensive camp system (H).

7.9(E)explain how ~~containment~~ and the Truman Doctrine committed the United States to supporting countries resisting communism during the early Cold War, including ~~containment~~ and the Korean War (H, G/Civ, E);

7.10A Explain how the murder of Emmett Till became a turning point that encouraged many Americans to work for greater equality and justice. (Childs/2nd 7-2)

7.10B. describe key methods of nonviolent protest used during the Civil Rights Movement, including the bus boycott following the protests by Claudette Colvin and Rosa Parks;(H, G/Civ);

7.11.(D) ~~(F)~~ ~~identify~~ describe the Vietnam War, including its significance as a Cold War proxy war, as a conflict during the Cold War in which the United States became involved in Southeast Asia to prevent the spread of communism ~~according to the Containment Policy and Domino Theory~~ (H, G/Civ, E);

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