

## Social Studies TEKS Review Work Group D Draft Recommendations

Work Group D Draft Recommendations, Kindergarten–Grade 8  
Texas Essential Knowledge and Skills (TEKS) Social Studies

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This document reflects the draft recommendations for revisions to the social studies Texas Essential Knowledge and Skills (TEKS) that have been recommended by the State Board of Education’s TEKS review work group for Kindergarten–Grade 8. The document begins with a standard introduction for all grade levels and courses. Each work group drafted an additional course specific paragraph that will be included with the introduction.

Numbering for the knowledge and skills statements in the document will be finalized when the proposal is prepared to file with the *Texas Register*. Comments in under the heading "Work Group Comments/Rationale" provide explanations for the proposed changes. In the explanation section, work group members offered suggestions for content to be included in the TEKS guide, a tool that will be developed by the Texas Education Agency. Abbreviations in the explanations refer to the following.

KS: knowledge and skills statement

SE: student expectation

CA: content advisor

CCRS: College and Career Readiness Standards

Work group members also estimated the time it would take to teach each student expectation. This estimation is in the far-right hand column in the document.

### SOCIAL STUDIES, WORK GROUP D

	Pages
Introduction.....	1
Kindergarten.....	2–5
Grade 1.....	6–9
Grade 2.....	10–14
Grade 3.....	15–26
Grade 4.....	27–37
Grade 5.....	38–51
Grade 6.....	52–62
Grade 7.....	63–78
Grade 8.....	79–90

## Introduction, Kindergarten–Grade 12

- (1) Excellent social studies education cultivates informed citizens by engaging and motivating students through inquiry; perspective taking; and critical reading, thinking, and writing. Student understanding of social studies creates an appreciation of the complexity of humanity. By developing investigative capacity in the domains of civics and government, economics, geography, and history, social studies prepares Texas students for the challenges of the 21st century. A student with a robust social studies education enters college, the work force, or the military equipped to solve problems, skilled at developing understanding across viewpoints, and capable of leadership in their local communities, Texas, the United States, and the world.
- (2) Social studies is the study of cooperation, conflict, and culture, viewed through a multi-disciplinary lens. The Student Expectations include at least one of four main disciplines. These disciplines examine impacts from relationships created or dissolved over time and are designed to categorize specific knowledge regarding the human experience. Exploration of the following disciplines provides depth and dimension in analyzing crucial points in human growth and development.
  - A) Civics/Government (C/G): the study of the roles and responsibilities of governments and people;
  - B) Economics (E): the study of people as producers and consumers and the impact of technology and scientific innovations over time;
  - C) Geography (G): the study of relationships among peoples, places, and environments;
  - D) History (H): the study of people, actions, and events from differing perspectives in the past and how those events impact the present.
- (3) Effective social studies education intertwines disciplines, content, and social studies practices through inquiry-based instruction. Social studies practices are methods for students to apply critical thinking and disciplinary literacy to process and demonstrate their understanding of the content. In effect, these are the evidence-based practices used by practitioners in the field for “doing” social studies. The social studies practices support student-centered inquiry, analysis, and consideration of multiple perspectives. Since a large portion of acquiring and demonstrating social studies knowledge is grounded in primary and secondary sources, selected English and Spanish language arts and reading literacy and research skills have been integrated. These social studies practices are vertically aligned with progressively increasing depth and complexity across grade bands for kindergarten-grade 2, grades 3-5, grades 6-8, and grades 9-12.
- (4) *[Work groups developed an introductory paragraph specific to their grade level/course.]*
- (5) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

Kindergarten		
TEKS with edits		Work Group Comments/Rationale
(a)	Introduction.	
(4)	<p><b>My Journey Through My Community</b> This unit takes the student on the journey through their own community, exploring what makes their community so special. This will be the basis of all future student learning in History, Economics, Geography, and Government/Civics.</p> <p><b>My Journey Through Texas</b> This unit takes the student through a journey deep through the heart of Texas. As this unit aligns with “My Journey Through My Community,” students are building a conceptual alignment of the similarities in structure, functions, and activities between their local community and the state.</p> <p><b>My Journey Through America</b> This unit takes the student on a journey through the birth and growth of our nation, citing various reasons as to what makes this nation special. Building on the previous unit “My Journey Through Texas,” students begin to look retrospectively at how early exploration was the reason for the founding of their community, Texas, and present-day United States, all while the America was already inhabited by indigenous people.</p> <p><b>My Journey Through the World</b> This unit is the pinnacle journey of all. A critical analysis of important and pertinent aspects of everyday life are compared and contrasted as replications among various communities across the globe. Opportunities for critical application of geographic, historical, civil/governmental, and economical skills are found throughout this capstone unit. This unit provides fascinating concepts on various global wonders to encourage the beginning to a lifelong appreciation for Social Studies.</p>	
(c)	Knowledge and skills.	
(1)	Foundation and Community. The student develops foundational social studies skills. The student is expected to:	
(A)	communicate an understanding that there are similarities and differences between themselves and others;	Chapter 120, Positive Character Traits
(B)	communicate an understanding that a community is a group people of different ages, backgrounds, and interests that live and work together (G, H);	Chapter 120, Positive Character Traits
(C)	create a simple timeline using words or pictures of important events in a student’s life and explain the significance of each event (H);	
(D)	identify the student's location in the school, community, state, nation, and the world using geographic tools, including maps and globes, with adult assistance (G);	

(E)	identify features in the community and differentiate between physical and human features (G);	TEKS Guide: shelter, food, and clothing of the people living there
(F)	define a landmark and give examples of landmarks (C/G, G);	
(G)	name and locate with adult assistance the continents and oceans using geographic tools (G);	
(H)	communicate an understanding that shelter, food, and clothing are basic human needs (G, E);	
(I)	distinguish between needs and wants and how they can be met (G, E);	
(J)	identify examples of goods and services in the local community and explain how these goods and services benefit people in the community (C/G, E, G);	
(K)	identify examples of authority figures and explain how they maintain order, security, and safety in the home, school, community, state, and nation (C/G);	
(L)	define and give examples of rules and laws and explain the benefits of rules and laws in the community (C/G);	
(M)	define a citizen as a member of a community, state, or nation, which has rights and responsibilities such as voting and other active involvement within the group (C/G);	
(N)	define a citizen and identify the characteristics of a good citizen (C/G); and	
(O)	explain the meaning of freedom and give examples of freedoms in the student's life (C/G).	
(2)	Texas. The student understands important symbols, customs, and events that contribute to the Texas identity. The student is expected to:	
(A)	locate the State of Texas within the United States using geographic tools with adult assistance (G);	
(B)	recite the Pledge to the Texas Flag and describe why it is important (C/G);	
(C)	identify the state flag and the Alamo as significant Texas symbols and other symbols that represent Texas (H);	
(D)	identify and locate mountains, beaches, plains, and forests in Texas using geographic tools (G);	
(E)	communicate an understanding of the governor as the elected leader of Texas and identify the current governor of Texas (C/G);	
(F)	identify gas and oil, agriculture, and tourism as major resources and industries in Texas (E);	agriculture: cotton, cattle, etc

(G)	identify Anson Jones and Sam Houston and describe with adult assistance how they contributed to the founding of Texas (H); and	
(H)	compare jobs within the local community with jobs in other Texas communities (C/G, G, E).	
(3)	United States. The student understands important events, customs, symbols and that contributed to the establishment of the United States. The student is expected to:	
(A)	trace the journeys of early explorers to Americas using geographic tools with adult assistance (G, H);	
(B)	describe early settlers in North America and explain why their settlement led to future growth (G, H);	the Pilgrims, Puritans, fortune seekers (Jamestown)
(C)	identify reasons why people came to the Americas and took land to form colonies (C/G, E, G, H);	
(D)	identify Thomas Jefferson, George Washington, and Alexander Hamilton and describe with adult assistance how they contributed to the founding of the United States of America (C/G, E, H);	
(E)	explain how American Indians helped colonists use resources in their area to meet their wants and needs (E, G, H);	
(F)	identify ways that the people of the 13 colonies demanded rights and freedom from Great Britain (C/G, E, G, H);	
(G)	identify the Fourth of July/Independence Day as the day leaders, including Thomas Jefferson, signed the Declaration of Independence from the rule of the king to establish the United States (C/G, H);	
(H)	communicate an understanding that the Constitution is a set of laws made to maintain order and explain that changes can be made to the Constitution (C/G, H);	
(I)	communicate an understanding that power in the U.S. government is shared between three branches: the president (executive branch), Supreme Court (judicial branch), and Congress (legislative branch) (C/G);	
(J)	identify George Washington as the first president of the United States, Barack Obama as the first Black president, John Adams as the first vice-president, and Kamala Harris as the first woman vice-president (C/G, H);	
(K)	recite the Pledge of Allegiance to the United States Flag and describe why it is important to American citizens (C/G, H);	
(L)	identify President's Day, Martin Luther King, Jr. Day, and Memorial Day, and as holidays that are observed in the United States (C/G, H);	

(M)	define patriotism and identify the United States Flag, Liberty Bell, Statue of Liberty, Washington Monument, bald eagle, Lincoln Memorial, and Mount Rushmore as national patriotic symbols (C/G, H); and	
(N)	explain how Rosa Parks, Susan B. Anthony, Dolores Huerta, and Cesar Chavez advocated for positive change (C/G).	
(4)	World. The student understands important landmarks, customs, and symbols from around the world. The student is expected to:	
(A)	identify and compare kings/queens and presidents as different types of leaders (C/G, H);	
(B)	communicate an understanding that world leaders cooperate through world organizations (C/G, H);	
(C)	identify and locate with adult assistance major world landmarks of the Great Wall in China, Eiffel Tower in France, St. Basil's Cathedral in Russia, Leaning Tower of Pisa in Italy, Pyramid of Giza in Egypt, Sydney Opera House in Australia, Taj Mahal in India, Easter Island Moai in Chile, and Macchu Picchu in Peru (G, H);	
(D)	describe the characteristics of and identify oceans, plains, mountains, islands, rivers, deserts, and forests (G);	
(E)	identify different types of money in the world (E);	
(F)	identify goods that come from different countries (E); and	
(G)	communicate an understanding that traditions, language, food, music, and religion have similarities and differences among people around the world (C/G, H).	

Grade 1		
TEKS with edits		Work Group Comments/Rationale
(a)	Introduction.	
(4)	<p><b>Culture of My Community</b> This unit will begin with the student-centric perspective of cultural identify, continuing the learning process from where it ended in Kindergarten. Cultural learning will take place in the realms of self, family, school, neighborhood, and community. Many “Why’s” about local customs, traditions, and celebrations are provided to students as they learn about their local history.</p> <p><b>Cultures of Texas</b> This unit will encompass a comprehensive view on Texas culture. The student learning objectives urges an understanding of the cultural contributions of indigenous, past, and present people through a collection of geographic, economic, civil, and governmental aspects. The multicultural contributions are cited as a borrowing and sharing of personal and specific values and activities, which have been accepted and modified as present-day Texas culture.</p> <p><b>Cultures of America</b> This unit will cover all major aspects that define American culture. Whether a subset of American culture is regional or nationwide, an understanding of America as a progressively multicultural nation is required. The student learning objectives will promote analysis on the similarities and differences from local and Texas culture with that of American culture.</p> <p><b>Cultures of the World</b> This unit will cover the cultural characteristics of beliefs, language, customs, and traditions on a grand scale. The ultimate connection between personal and world cultures is made. The student learning objects here are designed to prepare the student for success as a citizen in a globally-competitive, ever-changing society. Highlighted in learning objectives on cultural identity is respecting other cultures.</p>	
(b)	Knowledge and skills.	
(1)	Foundation.	
(A)	identify the characteristics of culture, including language, food, clothing, beliefs, customs, and traditions and how these characteristics develop a shared heritage (E, G/C, H);	TEKS Guide – A. Culture is defined as the beliefs and behaviors of a group of people. B. Celebrations go with beliefs. Customs and traditions (food, clothes, art, shelter)
(B)	give examples of how people of various cultures use the food, language, beliefs, traditions, and arts of other cultures (C/G, G, H);	

(C)	identify and discuss connections between the student's personal culture and world cultures (E, G, G/C, H);	TEKS Guide – Educators can use this SE to have students make cross-cultural connections including their own.
(D)	communicate an understanding of why it is important to have respect for and collaborate with people of various cultures (G, H);	Students will be developing an awareness of cultural diversity (Derived from Tennessee)
(E)	compare different ways of ruling or governing past and present (C/G);	TEKS Guide: Categorize government as rule by one, few, or many. Talk about the structure of Texas government in the Texas culture section.
(F)	give examples of how a person's culture is reflected in the community, state, nation, and world (G, H);	Everyone has a cultural identity- multicultural society
(G)	compare languages, customs, and traditions from cultures in the student's community, Texas, the United States, and the world (G, H);	
(H)	identify examples of cultural elements that have spread as a result of interaction between people of different cultures (G, H);	
(I)	explain and give an example of how geographic location influences culture (G, H);	
(J)	describe how various cultures share characteristics but have unique differences (H, G, E); and	Vocabulary – unique
(K)	identify individuals who represent the culture of the local community (G, H).	
(2)	Texas. The student understands cultures that contribute to the Texas identity. The student is expected to:	
(A)	locate the state of Texas, the state capital of Austin, bordering states, and the bordering country of Mexico using geographic tools (G);	
(B)	identify how Texans have used art and music (“Deep in the Heart of Texas”) as a way to express appreciation of the natural resources of the state (G, H);	
(C)	explain how oil, cattle, and other natural resources have influenced Texas culture in the past and present (E, G, H);	
(D)	communicate an understanding of traditions and ways of life of the Lipan Apache, Karankawa, Caddo, Jumano, Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo in Texas (E, G, H);	
(E)	identify the contributions of Quanah Parker and other Native American leaders in Texas (C/G, H);	
(F)	identify the six flags that flew over Texas and describe the cultures represented by each flag (G, H);	



(G)	explain the meaning of the Lone Star Flag and the San Jacinto Monument as patriotic symbols and landmarks of Texas (C/G, G, H);	
(H)	identify the Buffalo Soldiers and describe their role in Texas and the western United States (G, H);	
(I)	identify the contributions of Lydia Mendoza, Chelo Silva, Blind Lemon Jefferson, and Julius Lorenzo Cobb Bledsoe as artists of various racial, ethnic, and religious groups in the development of Texas culture (H); and	
(J)	identify Juneteenth, Cinco de Mayo, Oktoberfest, and Fiesta San Antonio as significant cultural celebrations of Texas (G, H).	
(3)	United States. The student understands that the United States of America is a multicultural community. The student is expected to:	
(A)	describe key elements of the Wampanoag, the Pueblo, and the Iroquois culture before the arrival of English colonists (C/G, E, G, H);	
(B)	describe elements of culture that were exchanged between the Pilgrims and the Wampanoag (E, G, H);	
(C)	describe the growth of the United States from colonial times to the present using geographic tools (G, H);	
(D)	communicate an understanding that the government of the United States was unique and influenced other nations around the world (C/G, G, E, H);	
(E)	identify examples that illustrate that U.S. culture is a diverse mix of customs and traditions from people who immigrated to the United States from around the world (C/G, G, E, H);	TEKS Guide: People bring their customs and traditions and maintain and share them when they come to America
(F)	describe how the work of Benjamin Franklin, Benjamin Banneker, George Washington Carver, Alexander Graham Bell, and Thomas Edison contributed to U.S. culture (E, G, H);	
(G)	identify the importance of Thanksgiving, Independence Day, and Veteran's Day as U.S. holidays (C/G, H); and	
(H)	give examples of elements of U.S. culture that have spread to other nations as a result of trade (C/G, G, E, H).	
(4)	World. The student understands that cultures from around the world have influenced modern culture. The student is expected to:	
(A)	locate Greece, China, India, Britain, Mexico, and the Middle East using geographic tools with adult assistance (G);	

(B)	identify how Greek democracy, the Olympic games, and language have influenced modern life (G, H);	
(C)	identify how the Chinese innovations of papermaking, printing, the compass, tea, and fireworks have influenced modern life (G, H);	
(D)	describe the concept of non-violent resistance used by Mohandas Gandhi and its connections to the civil rights movement and Martin Luther King, Jr. (C/G, H);	
(E)	identify how the Indian innovations of the number system, buttons, computer processors, eye surgery, and using natural fibers for cloth have influenced modern life (E, G, H);	
(F)	identify where Hinduism and Buddhism originated and describe modern celebrations connected to each religion (G, H);	
(G)	identify how the British innovations of standardized time keeping, the steam engine, electric motor, and road construction have influenced modern life (H, E);	
(H)	identify the British royal family and explain why they are important (H, E);	
(I)	identify how ancient and modern Mexican innovations of chocolate, popcorn, chewing gum, and colored tv have influenced modern life (G, H);	
(J)	identify where the major world religions of Buddhism, Christianity, Hinduism, Islam, and Judaism originated (G, H); and	
(K)	identify how innovations of the wheel, system of laws, and concept of time from ancient Middle Eastern cultures have influenced modern life (C/G, G, H).	

Grade 2		
TEKS with edits		Work Group Comments/Rationale
(a)	Introduction.	
(4)	<p>Foundations This unit promotes the understanding of relationships between people, places, and resources, and how they impact migration and movement. The student learning objectives will provide coverage on the revolutions to transportation for personal and economics use, and how innovations allowed for the movement of ideas, and how circumstances called for social movements.</p> <p>Migration/Movement in Texas Exploration of Texas by foreign explorers is important to both Texas and American history. It encompasses the discovery of land to those who are nonindigenous and tells the story of how Texas boundaries were created and modified. It also brings understanding and coherence to how each region (land and water) is characterized by a group of distinct and common factors. The natural resources and many other provisions of Texas has allowed for the agricultural movement that remains vital to our lives today.</p> <p>This unit highlights the movement in Texas through its exciting civil/political formation, but unique boundary changes (physical) over its historical time. An understanding on how national and worldwide movement effected Texas is derived through studies on Texas-specific exploration and acknowledgment of Texas’ major attractions. Replications in types of movement in and through Texas will become evident later in studying American and global movement.</p> <p>Migration/Movement in America This unit furthers the study on migration to America and within America. The learning objectives will highlight how discovery of this land to non-indigenous peoples was a great means of exploration and habitation. In addition to physical movements, this unit addresses societal movements. This unit will bring humanity to the forefront by recognizing “We the People” includes all people. He objective is to consistently and continually (<i>continuously</i>) tell where we came from, acknowledge the present struggle that <i>still</i> persists and the growth/change that needs to be made for a better future.</p> <p>Migration/Movement in the World This unit shares points in time of migration and movement in the world as it occurred in Texas and the United States. The student learning objectives here move above and beyond Texas and America to discuss specific and noteworthy migration and movement specific to throughout the world. In addition to physical movements, this unit addresses the movement and migration of ideas.</p>	

(b)	Knowledge and skills.	
(1)	Foundation.	
(A)	identify cultural, political, economic, and geographic reasons why people move to other places (H, G, G/C, E);	TEKS Guide: List examples of cultural, political, economic, and geographic reasons for movement.
(B)	define migration and explain how some migrations are voluntary and some are forced. (H, G, G/C, E);	TEKS Guide: <ul style="list-style-type: none"> <li>• Define migration</li> <li>• Give examples of voluntary and forced migration</li> </ul>
(C)	locate on a map where early human migration began (G, H);	TEKS Guide – Educators can discuss early migrations from Africa.
(D)	define push-pull factors and identify examples of push-pull factors that have influenced the movement of people (C/G, E, G, H);	TEKS Guide: Give examples of Push/ Pull factors
(E)	define immigration and explain why the United States is called a nation of immigrants (C/G, E, G, H); and	TEKS Guide: <ul style="list-style-type: none"> <li>• Define Immigration</li> </ul> Note that the only non-immigrant group is Native Americans of the United States address emigration
(F)	identify situations in which social actions are required, how to advocate for change, and how changes impact movement (H, C/G).	
(2)	Texas. The student understands why people moved to and within Texas. The student is expected to:	
(A)	locate the major Texas physical regions of Coastal Plains, Central Plains, Great Plains, and Mountains and Basins using geographic tools (G);	
(B)	describe the characteristics of the four major physical regions in Texas and explain why people wanted to settle in each region (G, H);	
(C)	describe how railroads, cattle trails, and waterways that connect the regions of Texas moved goods, ideas, and people from one region to another (E, G, H);	Explain how the use of barbed wire led to the end of the open range and cattle trails
(D)	identify and trace the routes through Texas of explorers Alvar Nunez Cabeza de Vaca, Francisco Coronado, and René Robert Cavelier, Sieur de La Salle using geographic tools (G);	
(E)	explain why people such as Gail Borden and Richard King migrated to Texas and the contributions they made upon arrival (E, H);	
(F)	explain Stephen F. Austin's role in bringing migrants to Texas and the push-pull factors that brought many migrants to Texas in the first half of the 1800s (E, G, H); and	

(G)	compare maps of Texas before and after the Texas Revolution to demonstrate how Texas boundaries have changed over time (G).	
(3)	United States. The student understands how movement has facilitated development in the United States over time. The student is expected to:	
(A)	identify push-pull factors that encouraged early settlers, including the Pilgrims, to emigrate to the 13 colonies (E, G, H);	
(B)	locate Plymouth Rock, the Statue of Liberty, Ellis Island, and Angel Island using geographic tools and explain their importance as landmarks that represent immigration to the United States (C/G, E, G, H);	
(C)	trace the transatlantic slave trade to show the Middle Passage using geographic tools and describe each leg of the trade (E, G, H);	
(D)	identify the push-pull factors that led enslaved peoples to move from the South, including being forced to follow their owners, the promise of freedom, and economic opportunities (E, G, H);	
(E)	describe how Harriet Tubman and other abolitionists helped people escape slavery on the Underground Railroad and during the Civil War (C/G, G, H);	TEKS Guide: John Brown
(F)	describe the movement of enslaved people as a result of the Civil War (E, G, H);	
(G)	explain the significance of Juneteenth as a Texas and U.S. holiday (C/G, G, H);	Example trade book: Opal Lee and What It Means to Be Free Book by Alice Faye Duncan The Juneteenth Story by Alliah Agostimi TEKS Guide: The story of the lack of communication of Juneteenth and relating to modern world (technology, etc.) Juneteenth for Mazie by Floyd Cooper
(H)	describe how the spread of African American culture has influenced the culture of Texas, the United States, and the world (C/G, E, G, H);	
(I)	explain how the expansion of railroads improved the movement of goods from East to West (E, G, H);	
(J)	describe how the Louisiana Purchase, expedition of Lewis and Clark, and Manifest Destiny encouraged the westward expansion of the United States (E, G, H);	
(K)	compare how and why people migrated to the western territories and trace the routes they traveled (C/G, E, G, H);	TEKS Guide pioneer life and wagon train journeys on the Oregon and Santa Fe Trails, Gold Rush

(L)	describe how advances in communication, including telephone, mail, television, radio, computers, and the Internet, and transportation, including horses, trains, cars, and airplanes, have led to the growth of the United States (E, G, H);	TEKS GUIDE: exchange of ideas
(M)	explain why American settlers wanted Native American land and identify ways Native Americans fought against the expansion of Anglo settlements (C/G, E, G, H);	
(N)	explain how Native Americans were pushed west and forced onto reservations (C/G, E, G, H); and	
(O)	describe Juneteenth’s origin, significance, and impact on Texas and United States (H, G/C).	
(4)	World. The student understands that that the movement of ideas, goods, and people has encouraged change. The student is expected to:	
(A)	locate China using geographic tools and describe how its physical and human made features created boundaries and barriers that limited movement into China (G);	TEKS GUIDE: Himalayas and Great Wall of China. The Great Wall of China kept people in and out of China.
(B)	trace the major routes of the Silk Road using geographic tools and describe the role of the Silk Road played in the movement of goods and ideas (E, G, H);	
(C)	identify examples of the goods and ideas that were exchanged along the Silk Road by the people of Asia and Europe and describe how they benefited from this trade (E, H);	TEKS Guide: Examples of goods and Ideas include spices, language, religion, art, fabric, etc.
(D)	describe the differences between nomadic and agricultural groups in the past (G, H);	Movement behaviors  Nomadic: <b>moved</b> , travelled  Agricultural groups were <b>sedentary</b> , stationary
(E)	explain how the development of agriculture led to permanent settlements and increases in population (E, G, H);	
(F)	describe the Columbian Exchange and its positive and negative results on the people of the Americas, Asia, and Europe (E, G, H);	
(G)	identify and describe how innovations of the Industrial Revolution enabled faster transportation of goods and people (E, G, H);	
(H)	describe why the rise of industrialization leads to migration of people from rural to urban areas (E, G, H);	Trains Airplanes Railroad Boats

(I)	explain how the invention of the telegraph, telephone, and internet have enabled a greater exchange of ideas (E, G, H);	
(J)	locate the African continent using geographic tools and identify the major regions of Africa (West Africa, East Africa, South Africa, and North Africa) (G);	
(K)	trace the migration routes of the Bantu people from West Africa into central, eastern, and southern Africa (G); and	
(L)	explain the increase in agriculture and technology that resulted from the Bantu migration (G, H).	

DRAFT

**Grade 3: Hunter-Gatherers to Early Civilizations 20,000 BCE-600 BCE**

TEKS with edits		Work Group Comments/Rationale	Time to Teach (based on an estimated 45 minutes a day)
(a)	Introduction.		
(4)	<p>Grades 3-5 develops the story of early human history across the globe through three distinct but overlapping chronological time frames. Due to the expanse of world history and the time limitations of the school year, the focus for Grade 3 is the Development of Civilizations, Grade 4 continues the story of the world by focusing on the Patterns of Civilization, and Grade 5 continues the story of the world by focusing on the Interactions of Civilization. Strands and traceable concepts provide a framework for students as they identify, describe, and analyze significant historical points of reference and issues that have led to present global conditions. The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will begin to develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints. Traceable concepts and skills are applied across various eras within the standards. These traceable concepts include the following: agriculture, art and architecture, belief systems, diseases, production, governance, migration, military conquests, social structures, technology, and trade.</p> <p>The following periodization should serve as the framework for the organization of this course: 20,000 BCE-1500 BCE (Hunter-Gatherers); 8000 BCE- 3500 BCE (Neolithic Agricultural Revolution); 3500 BCE-600 BCE (Early Civilizations); 1069 BCE-350 BCE (Early Civilizations); 2600 BCE-1700 BCE (Early Civilizations); 1122 BCE-256 BCE (Early Civilizations); and 1600 BCE-600 BCE (Early Civilizations). Grade 3 addresses the development of civilization from hunter-gatherers to sedentary societies, which then transitioned into early civilizations. Specific events and processes may transcend these chronological boundaries.</p>		<p>137 days 102.75 hours 6,165 minutes</p>



(b)	Knowledge and skills.		
(1)	20,000 BCE-1500 BCE--Hunter-Gatherers. The student understands that humans migrated from Africa and dispersed around the globe. The student is expected to:	Date rationale: Humans had migrated to all continents and parts of Oceania by 10,500 BCE.  TEKS Guide: Define Hunters and Gatherers	
(A)	locate the continents, oceans, Oceania, and the Siberian Land Bridge (Beringia) on a physical world map (G);	CCRS I.A.1  TEKS Guide: Identify the areas included in Oceania (Australia, New Zealand, Pacific Island Chains)	2 days for 2A & B
(B)	chart, on a map, human migration over time from its origins in Africa into Asia, Europe, Oceania, and the Americas (G, H);	CCRS I.A.1  Want students to be able to draw arrows and map the migration paths that humans took.  TEKS Guide: Continents are listed close to the chronology of migration patterns  TEKS Guide: Teacher could utilize a timeline within the teaching and guidance of the map charting to help guide student understanding.  TEKS Guide: Define Migration  TEKS Guide: Students could map their own migration to current location.	2 days for 2A & B

(C)	describe how low global temperatures and low sea levels during the Ice Ages helped humans migrate into Australia and the Americas (G, H); and	<p>CCRS I.A.4</p> <p>TEKS Guide: Define global and temperature</p> <p>TEKS Guide: More ice due to cold temps equaled lower sea levels than today which allowed for people to either walk or watercraft</p> <p>TEKS Guide: Human migration path from Southeast Asia to modern Indonesia and New Guinea</p>	2 days for 2C & D
(D)	describe how rising global temperatures and melting glaciers helped humans migrate into Europe and further into the Americas (G, H).	<p>CCRS I.A.4</p> <p>TEKS Guide: Define glaciers</p> <p>TEKS Guide: Less ice and melting glaciers due to rising temperatures opened pathways to new locations that were once closed off to humans</p> <p>TEKS Guide: Examples: the glaciers melting opened up migration paths through the central region of modern-day North America versus utilizing primarily the Pacific coastline to migrate down through Central and South America.</p>	2 days for 2C & D
(2)	20,000 BCE-1500 BCE--Hunter-Gatherers. The student examines aspects of the Hunter-Gatherer way of life. The student is expected to:		
(A)	identify size, communal life, and interconnected family groups as characteristics of nomadic bands (H);	<p>CCRS I.E.1</p> <p>TEKS Guide: Define nomadic and interconnected</p> <p>TEKS Guides: define nomad, bands referring to groups of 20-80 people, egalitarianism because of shared labor</p>	3 days

(B)	identify examples of why hunter-gatherer bands were nomadic (E);	<p>CCRS I.A.2</p> <p>TEKS Guide: Define bands related to groups</p> <p>TEKS Guides: Examples could include seasonal movement, edible plants and animals, and other necessary resources.</p>	2 days
(C)	compare the economic labor contributions of females and males in gathering food and hunting game in nomadic bands (E, H); and	<p>CCRS I.A.2</p> <p>The terms male and female were used instead of men and women in order to include children and adolescents in the gender roles.</p> <p>TEKS Guide: Define economic, labor, gathering, preparing</p> <p>TEKS Guide: Roles of males: primarily hunting large game. Roles of females: primarily gathering and preparing food. Gathering was the primary form of sustenance.</p>	3 days
(D)	using primary and secondary sources, examine burial sites, cave paintings, stone tools, and animal carvings to draw conclusions about the hunter-gatherer way of life and beliefs (H).	<p>CCRS III.B.1</p> <p>TEKS Guide: Define artifacts, burial sites, and carvings</p> <p>TEKS Guide: examples would be Lascaux Caves, Altamira, tally sticks, spear points,</p> <p>TEKS Guide: Can reference Pecos from Texas and Gault site</p>	5 days

(3)	8000 BCE-3500 BCE--Neolithic Agricultural Revolution. The student understands the factors that contributed to the shift away from hunting and gathering and the impact that it had on humanity. The student is expected to:	There was a gradual increase in sedentary societies and this change occurred over thousands of years.	
(A)	give examples of why some humans transitioned from hunting and gathering to domesticating plants and animals (E, H);	CCRS I.B.3  TEKS Guide: Define Neolithic, Neolithic Agricultural Revolution, agriculture, domestication  TEKS Guide: Examples could include climate change (increased global temperatures), longer growing seasons, overhunting of large game, population growth, development of technology and fire.	2.5 days
(B)	identify the historical significance of a barter economy, food surpluses, and the emergence of sedentary settlements as results of the Neolithic Agricultural Revolution (E, H); and	CCRS I.B.3  TEKS Guide: Define agriculture, barter, surplus, and sedentary.	4 days
(C)	describe how the Neolithic Agricultural Revolution changed the roles of females and males which led to a less egalitarian society (C/G, E, H).	CCRS II.B.2  TEKS Guide: Define egalitarian society. Can refer to economic and political roles.	2.5 days
(4)	3000 BCE-600 BCE--Early Civilizations. The student understands how farming villages along river valleys became more complex societies. The student is expected to:		
(A)	locate the river valley civilizations, including the Nile River, the Tigris-Euphrates Rivers, the Indus River, and the Huang He River on a map (G);	CCRS I.A.1	2 days
(B)	draw conclusions on how seasonal flooding and rich soil promoted agrarian based societies in the Nile, Tigris-Euphrates, Indus, and Huang He river valleys (G, H);	CCRS I.A.6  TEKS Guide: Define fertile, rich soil, and seasonal flooding.	2 days
(C)	describe the impact of agriculture on the rise of civilizations (E, G, H); and	CCRS I.A.6  TEKS Guide: Compare maps where agriculture started and civilizations began.  Define civilization and agriculture.	3 days

(D)	identify cities, government, belief system, social hierarchy, writing, specialization of labor, and art and architecture as characteristics of complex civilizations (C/G, E, H).	<p>TEKS Guide: Understand that these characteristics are in their earliest forms, for example when you talk about government you mean that there is some system of organizing people though not as developed as government today. Specialization of labor means that people have different roles or jobs (such as farmer, warrior, or priest).</p> <p>TEKS Guide: Define social hierarchy, architecture, and belief system.</p> <p>TEKS Guide: Understand that all “civilizations” are not required to have each of these characteristics, but they are shared by a majority of civilizations.</p>	5 days
(5)	3500 BCE-600 BCE--Early Civilizations. The student examines aspects of the Mesopotamian civilization. The student is expected to:		
(A)	identify the relative location of the Mesopotamian civilization in relation to the present day on a timeline and a map (H);	TEKS Guide: Define Mesopotamia and its relevance to the Tigris/Euphrates Rivers.	1 day
(B)	explain the specialization of labor and how it created a social hierarchy in Mesopotamia (C/G, E, H);	<p>CCRS II.B.5</p> <p>TEKS Guide: Define specialization of labor, city-state. Social hierarchy was slaves, laborers, farmers, artisans, merchants, soldiers, civil servants, noble families, priests, and monarchy.</p>	3 days
(C)	identify the characteristics of polytheism and how that belief system helped answer questions about Mesopotamian life, including the importance of the ziggurat (H);	<p>CCRS II.B.3</p> <p>TEKS Guide: Define polytheism and ziggurat.</p>	3 days

(D)	describe cuneiform writing and how it was used for accounting, record keeping, and storytelling (E, H); and	TEKS Guide: Define cuneiform.  TEKS Guide: Accounting was important for keeping records of taxation.  TEKS Guide: <i>The Epic of Gilgamesh</i> - Do not have to read, but use to as an example of a story.	3 days
(E)	describe the historical significance of the wheel, plow, sail, and Code of Hammurabi as innovations in ancient Mesopotamian civilization (H).		5 days
(6)	3500 BCE-600 BCE--Early Civilizations. The student understands historical points of reference and the geography of early civilization in ancient Egypt. The student is expected to:		
(A)	identify the relative location of ancient Egypt in relation to Mesopotamia on a timeline (H);		2 days- A, B
(B)	locate on a map the country of Egypt, the Nile River, the Nile Delta, the Mediterranean Sea, the Sahara Desert, and the Red Sea (G); and	CCRS I.A.1  Adapted from K-8 state sample standards  TEKS Guide: Define delta.	2 days- A, B
(C)	explain the importance of the Nile River on agriculture, trade, and the emergence of ancient Egyptian civilization (E, G, H).	CCRS I.A.6  TEKS Guide: Explain the importance, including the reliable seasonal flooding.  TEKS Guide: Include a map with Karnak, Memphis, and Thebes for teacher BK.	2 days

(7)	3500 BCE-600 BCE--Early Civilizations. The student examines aspects of ancient Egyptian civilization. The student is expected to:		
(A)	explain specialization of labor and how it created a social hierarchy within ancient Egypt, including the role of male and female pharaohs and the role of enslaved peoples (C/G, E, H);	CCRS II.B.5  TEKS Guide: Social structure from top to bottom: Pharaohs, priests, civil servants, noble families, soldiers, merchants, artisans, laborers, farmers, slaves; analyzing artifacts would help with understanding the way of life.  TEKS Guide: Define pharaoh.	3 days
(B)	identify the characteristics of theocracy and how it supported the belief of pharaohs as both a god and a monarch (C/G, H);	CCRS I.C.1  TEKS Guide: Define theocracy and monarchy.	3 days
(C)	identify the characteristics of polytheism and the importance of the afterlife, mummification, and the use of pyramids as tombs in the ancient Egyptian belief system (H);	CCRS II.B.3  TEKS Guide: Define polytheism.	3 days
(D)	describe the various uses of papyrus and hieroglyphic writing (C/G, E, H); and	TEKS Guide: Rosetta Stone used to decipher the hieroglyphics accounting, governing, and religious purposes (C/G, E, H).  TEKS Guide: Define papyrus and hieroglyphic.	3 days
(E)	describe the historical significance of geometry, the calendar, medical advancements, and the obelisk in ancient Egypt (H).	TEKS Guide: Define the term “historical significance.”  TEKS Guide: Medical advancements: surgery and toothpaste.  TEKS Guide: Innovations in mathematics: fractions.  TEKS Guide: Define innovations and obelisk.	5 days

(8)	1069 BCE-350 BCE--Early Civilizations. The student understands historical points of reference and the location of the early Kush civilization. The student is expected to:		
(A)	identify the relative location of the Kush civilization in relation to ancient Egypt on a timeline (H); and		3 days- A & B
(B)	locate the modern country of Sudan, the Nile River, the Red Sea, the Nubian Desert, and the ancient cities of Meroë and Kerma on a map (G).	CCRS I.A.1  TEKS Guide: Explain how the Nubian people created the kingdom of Kush and lived in the modern area of Sudan.	3 days- A & B
(9)	1069 BCE-350 BCE--Early Civilizations. The student examines aspects of the Kush civilization. The student is expected to:		
(A)	explain specialization of labor and how it created a social hierarchy within the Kingdom of Kush, including the egalitarian roles of men and women as pharaohs and warriors (C/G, E, H);	CCRS II.B.5	3 days
(B)	identify the characteristics of polytheism and the importance of stone offering tables and pyramids as tombs in the Kush belief system (H);	CCRS II.B.3  TEKS Guide: Provide a rationale for including polytheism as a theme and not as prescriptive for going into depth on the multiple gods.  Opportunity for comparisons between other polytheistic civilizations.	3 days
(C)	describe the various uses of the Meroitic writing (C/G, E, H);	TEKS Guide: Accounting, governing, and religious purposes in the Kingdom of Kush.	3 days
(D)	describe the historical significance of gold, ceramics, jewelry, sculptures, and iron weaponry in the Kingdom of Kush (E, H); and		5 days
(E)	analyze the interactions between the Kingdom of Kush and ancient Egypt, including conflicts and cultural diffusion (C/G, H).	CCRS I.E.4  Rationale for the difference in this TEKS compared to others: the Kingdom of Kush interacted and competed with several civilizations within the region over a long period of time.	5 days



(10)	2600 BCE-1700 BCE--Early Civilizations. The student understands historical points of reference and the location of early civilization in the Indus River Valley. The student is expected to:		
(A)	identify the relative location of Indus River Valley civilization in relation to the Mesopotamian civilization on a timeline (H); and		2 days- A, B
(B)	locate on a map the modern countries of India and Pakistan, the Indian Ocean, Indus River, Himalayan Mountains, Arabian Sea, and the ancient cities of Harappa and Mohenjo-Daro (G).	CCRS I.A.1	2 days- A, B
(11)	2600 BCE-1700 BCE--Early Civilizations. The student examines aspects of the Indus River Valley civilization. The student is expected to:	The reason for less SEs with this civilization is due to the lack of archeological and historical information in existence.	
(A)	describe the grid planning, sewer systems, public wells, and drainage systems as innovations in the cities of Harappa and Mohenjo-Daro (G); and		4 days
(B)	analyze how writing seals and pottery found in the Indus River Valley civilization reflect their way of life and beliefs (E, H).		4 days
(12)	1122 BCE-256 BCE--Early Civilizations. The student understands the historical points of reference and the influence of geography on the development of early civilization in China. The student is expected to:	The reason for less SEs with this civilization is due to the lack of archeological and historical information in existence for this specific time-period of China.	
(A)	identify the relative location of ancient China in relation to the Indus River Valley civilization on a timeline (H);		2 days- A,B
(B)	locate on a map the modern country of China, Huang He (Yellow) River, Gobi Desert, Yellow Sea, and East China Sea (G); and	CCRS I.A.1	2 days- A,B
(C)	explain the importance of the Huang He River on agriculture, trade, and the emergence of Chinese civilizations (E, G, H).	CCRS I.A.2	2 days
(13)	1122 BCE-256 BCE--Early Civilizations. The student examines aspects of the ancient Chinese civilization. The student is expected to:		
(A)	describe how the concept of the Mandate of Heaven emerged as a solution to the difficulty of governing a large region (H);	CCRS I.E.3  TEKS Guide: Define and illustrate Mandate of Heaven with a flow map.	3 days
(B)	analyze how ancestor worship, chopsticks, and the mythology of the dragon reflected the culture of Chinese civilization (H);	TEKS Guide: Give examples of oracle bones and explain the purpose.	4 days

(C)	describe the historical significance of coins, iron, jade, and bronze artisan works, as innovations in Chinese civilization (H); and		4 days
(D)	use primary and secondary sources to describe the various uses of early Chinese characters and oracle bones (C/G, E, H).	TEKS Guide: Define Chinese characters. Show oracle bones and explain how oracle bones were used as writing and record keeping.	
(14)	1600 BCE-600 BCE--Early Civilizations. The student understands historical points of reference and the location of early civilizations in Mesoamerica. The student is expected to:	TEKS Guide: Define Mesoamerica and civilizations.	
(A)	identify the relative location of the Olmec civilization in relation to ancient Egypt on a timeline (H);		2 days- A. B
(B)	locate on a map the continents of North America and South America, Gulf of Mexico, and the Mesoamerican region (G); and	CCRS I.A.1  TEKS Guide: Define Gulf of Mexico. Address where North and South America divide. Contemporary place names could be used in the definition of the Mesoamerican region.	2 days- A. B
(C)	explain the impact of the climate and geographic features on the development of the Olmec civilization (G, H).	CCRS I.A.2  TEKS Guide: Define Civilization, climate, and geographic features. Provide features.	2 days
(15)	1600 BCE-600 BCE--Early Civilizations. The student investigates aspects of the Olmec culture. The student is expected to:	Investigate is used as the verb because there is not as much historical information about the Olmecs, and students will need to investigate.	
(A)	describe the pyramids of La Venta and Monte Albán created by the Olmec civilization and explain the purposes that the structures served (C/G, H);	TEKS Guide: Define structures.  TEKS Guide: Pyramids used for ceremonial purposes.	4 days
(B)	use evidence from primary and secondary sources to develop a claim on how the artwork of the Olmec civilization reflected their way of life and beliefs (E, H); and	TEKS Guide: Define artifacts; artifacts include art, sculptures, architecture, and statues.	3 days

(C)	describe the historical significance of the ballgame, use of rubber, concept of zero, Mesoamerican calendar, and a writing system as innovations in the Olmec civilization (H).	<p>TEKS Guide: Define innovation.</p> <p>Rationale: The concept of zero is introduced in first grade math and built upon in second and third grade mathematics.</p> <p>CAUTION: Skulls were not used in the Olmec ballgame.</p>	5 days
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## Grade 4: Patterns of Civilization 500 BCE-900 CE

TEKS with edits		Work Group Comments/Rationale	Time to Teach (based on an estimated 45 mins a day)
(a)	Introduction.		
(4)	<p>Grades 3-5 develops the story of early human history across the globe through three distinct but overlapping chronological time frames. Due to the expanse of world history and the time limitations of the school year, the focus for Grade 3 is the Development of Civilizations, Grade 4 continues the story of the world by focusing on the Patterns of Civilization, and Grade 5 continues the story of the world by focusing on the Interactions of Civilization. Strands and traceable concepts provide a framework for students as they identify, describe, and analyze significant historical points of reference and issues that have led to present global conditions. The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will begin to develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints. Traceable concepts and skills are applied across various eras within the standards. These traceable concepts include the following: agriculture, art and architecture, belief systems, diseases, production, governance, migration, military conquests, social structures, technology, and trade.</p> <p>The following periodization should serve as the framework for the organization of this course: 550 BCE- 330 BCE (Southwest Asia- Persian Empire); 500 BCE-200 BCE (Mediterranean); 500 BCE-500 CE (Mediterranean); 350 BCE- 200 BCE (South Asia); 250 BCE- 250 CE (East Asia); 500 CE-1,000 CE (West Africa); 250 BCE- 900 CE (Mesoamerica); 600 CE- 900 CE and (Southwest Asia). Grade 4 addresses the patterns of civilization as they create new political and social systems across larger areas of land and diverse populations. Specific events and processes may transcend these chronological boundaries.</p>		<p>117 days 87.75 hours 5,265 minutes</p>
(b)	Knowledge and skills.		
(1)	550 BCE-330 BCE--Southwest Asia- Persian Empire. The student understands historical points of reference and the influence of geography on the development of the Southwest Asian region. The student is expected to:		
(A)	identify the relative location on a timeline of the Persian Empire in relation to the present day (H);		2 days for 4.1 A, B, C

(B)	locate the Southwest Asian region on a physical map and identify the Tigris River, Euphrates River, Mediterranean Sea, and Persian Gulf (G); and	TEKS Guide: Define barriers and corridors.  TEKS Guide: The region includes the Persian Empire. 6.3 Understands the factors that influence the locations and characteristics of locations 6.3C	2 days for 4.1 A, B, C
(C)	explain the impact of water ways on the development of trade, travel, and the cities of Babylon and Persepolis (C/G, E, G, H).		2 days for 4.1 A, B, C
(2)	550 BCE-330 BCE--Southwest Asia-Persian Empire. The student understands the development of new political systems and culture on the development of empires. The student is expected to:	TEKS Guide: Roads connected important cities and administrative sited in the large empire.	
(A)	using primary and secondary sources, describe how Cyrus the Great promoted tolerance of cultures and religions, including Judaism (C/G, H);	TEKS Guide: Belief systems might include Zoroastrianism, Judaism, and the idea of a divine ruler.  TEKS Guide: Include examples of religious tolerance could include the Cyrus Cylinder or other sources.	2 days
(B)	describe the central ideas of Judaism, including monotheism and the Ten Commandments as a moral and legal code (C/G, H); and	The work group chose to focus on world religions in 4 <sup>th</sup> grade because they wanted to emphasize the role of belief systems in the development of empires (which is the focus of Grade 4).  TEKS Guide: Define monotheism and legal code. Explain how the Ten Commandments is an example of moral and legal code.	2 days

(C)	explain how the development of the Royal Road, the postal system, and the appointing of local rulers (satraps) supported unification and central authority in the Persian Empire (C/G, G, H).	TEKS Guide: Define satrap.  TEKS Guide: The Persians used cities to exert the power of their government across the breadth of their massive land empire. TEKS Guide: Chapar Khaneh refers to the Persian Empire postal system. 4.11D Explain how developments in transportation and communication have influenced economic activities.	3 days
(3)	500 BCE-200 BCE--Mediterranean. The student understands historical points of reference and the influence of geography on the development of the Mediterranean region. The student is expected to:		
(A)	identify the relative location of Classical Greece and the Roman Republic in relation to the Persian Empire on a timeline (H);		2 days for 4.3 A, B, C
(B)	locate the Mediterranean region on a map and identify the peninsulas of Greece, Italy, and Iberia, and the cities of Athens, Sparta, and Rome (G); and	TEKS Guide: Define peninsula.	2 days for 4.3 A, B, C
(C)	compare the impact of mountains and access to the sea on the development of city-states, including Athens, Sparta, and Rome (C/G, G, H).	TEKS Guide: Definition of City-States.	2 days for 4.3 A, B, C
(4)	500 BCE-200 BCE--Mediterranean. The student understands political concepts and ideas of citizenship developed in Classical Greece and the Roman Republic. The student is expected to:		
(A)	define and compare the political concepts of direct democracy and republic (C/G, H);	TEKS Guide: Define direct democracy.	1 day
(B)	identify trial by jury as a characteristic of direct democracy in Athens (C/G, H);	TEKS Guide: BK of trial by jury – men only. Women could not serve. Rationale: TN 9-12.21, TEKS 6.10C; Current WH.21B  TEKS Guide: Define democracy, trial by jury	1 day
(C)	identify due process as a concept developed during the Roman Republic (C/G, H); and	Rationale: Current WH.21B  TEKS Guide: Define republic and due process.	1 day

(D)	compare the rights of citizens and noncitizens, including men and women, in civic participation in Athens, Sparta, and Rome (C/G, H).	Rationale: 6.12A & 6.12B; Current WH.20B  TEKS Guide: Define citizens, noncitizens, and civic participation.	4 days
(5)	500 BCE-200 BCE--Mediterranean. The student understands cultural developments within Classical Greece. The student is expected to:		
(A)	describe the Classical Greek accomplishments in math and science of simple machines, identification of the Earth's shape, geometry, and the building of the Parthenon (H);	Rationale: examples provided allow for cross-curricular connections  TEKS Guide: Simple machines – Archimedes, identification of the Earth's shape – Pythagoras, Geometry - Euclid/Archimedes/Pythagoras/the building of the Parthenon	3 days
(B)	explain the cultural significance of oral traditions, mythology, literature, plays, sculpture, and architecture in Classical Greece (H);	Rationale: Examples provided allow for cross-curricular connections poet/homer (Iliad and Odyssey) Oral traditions/Herodotus, Aesop & Thucydides Greek Gods/Goddesses, heroes Theater - Drama/Comedy/Tragedy Architecture – use of columns and the amphitheater Olympics are covered in 2 <sup>nd</sup> grade	3 days
(C)	describe how the Socratic Method, Plato's Academy, and Aristotle's Lyceum reflected the Greek ideals about thinking and learning (H); and	Rationale: focus should be on the impact on learning and education and not on philosophers or their works. TEKS Guide: Contributions might include Socratic Questioning, corrupting the minds of youth	4 days
(D)	map the empire of Alexander the Great and the spread of Greek culture throughout Southwest Asia as a result (C/G, H).	TEKS Guide: Example of the spread of Greek culture – the spread of theater structures into other civilizations.	3 days

(6)	500 BCE-500 CE--Mediterranean. The student understands historical and cultural developments within the Roman civilization. The student is expected to:		
(A)	describe the historical significance of the use of concrete, plumbing, arches, and domes in Roman engineering (C/G, H);	TEKS Guide: Define sanitation innovations, public baths, and plumbing within this time-period. 3.3B Identify and compare how people in different communities adapt to or modify the physical environment in which they live.	3 days
(B)	explain how the development of the Roman roads, aqueducts, and planned cities supported unification and central authority in the Roman Empire (C/G, G, H); and	TEKS Guide: The Romans excelled at using Public Works to keep peace and order. 3.2A Identify reasons people have formed communities, including a need for security and laws.	3 days
(C)	describe daily life in the Roman Empire from different perspectives (H).		2 days
(7)	500 BCE-500 CE--Mediterranean. The student understands how technology and communication interacted with belief systems in the Roman Empire. The student is expected to:		
(A)	describe the central ideas of Christianity, including the role of Jesus and the concepts of incarnation, repentance, and the caring for the sick and the poor (C/G, H);	Rationale: Incarnation is included to provide a juxtaposition to reincarnation.  TEKS Guide: Define incarnation-doctrine that God became man in the form of Jesus Christ, the son of God.	2 days
(B)	describe how Christianity challenged the belief in divine rule (H); and		2 days
(C)	explain how the Roman roads and the use of common language facilitated the spread of Christianity using a map (H).		3 days



(8)	350 BCE-200 BCE--South Asia. The student understands historical points of reference and the influence of geography on the development of the South Asian region. The student is expected to:		
(A)	identify the relative location of the Mauryan and Gupta empires in relation to the Classical Greece and the Roman Republic on a timeline (H);		2 days for 4.8 A, B, C
(B)	locate the South Asian region on a physical map and identify the Indian Ocean, Himalayan Mountains, and Ganges River (G); and		2 days for 4.8 A, B, C
(C)	explain the impact of the geographic features of the South Asian region on the development of civilizations (G).		2 days for 4.8 A, B, C
(9)	350 BCE-550 CE--South Asia. The student understands historical and cultural developments within the Mauryan and Gupta empires. The student is expected to:		
(A)	describe the historical significance of the modern number system, value of pi, decimal system, and length of the year that was developed in the Mauryan and Gupta empires (H); and		3 days
(B)	explain the cultural significance of literature, plays, sculpture, and architecture in South Asia (H).	TEKS Guide: Ramayana, Mahabharata	
(10)	350 BCE-550 CE--South Asia. The student understands the influence of belief systems and social development in the South Asian region. The student is expected to:	Rationale: During these time periods, various religions arise in conjunction with political hierarchies. Instead of focusing upon the core tenets of any religion, we have focused on the interaction between religion and socio-political structures.	
(A)	describe the central ideas of Hinduism, including the caste system, reincarnation, dharma, and karma (H);		7 days for 4.10 A, B

(B)	identify the hierarchy of the caste system and describe its effect on daily life from different perspectives (C/G, H);	Belief systems shape the social structure.  TEKS Guide: Define caste system and hierarchy. References 6th WC, WGeo, and WH TEKS  TEKS Guide: Make a connection between the hierarchy of a school and the caste system. Review lack of mobility, limits to society and class, jobs, economic and political opportunities, and availability of resources.	
(C)	describe the central ideas of Buddhism, including the role of Siddhartha Gautama, and the concepts of nirvana, meditation, and leading a moral life (C/G, H);		3 days
(D)	map the spread of Buddhism from India in the 4 <sup>th</sup> century BCE to China, Korea, and Japan (G, H); and		5 days for 4.10 D, E
(E)	describe how Ashoka promoted religious toleration within India and spread Buddhism to Southeast Asia (C/G, H).		5 days for 4.12 D, E
(11)	250 BCE-250 CE--East Asia. The student understands historical points of reference and the influence of geography on the development of the East Asian region. The student is expected to:		
(A)	identify the relative location of the Han Dynasty in relation to the Mauryan and Gupta empires on a timeline (H);		2 days for 4.11 A, B, C
(B)	locate the East Asian region on a physical map and identify the Huang He River, the Yangtze River, the Gobi Desert, the Taklamakan desert, the Himalaya Mountains, and the Pacific Ocean (G); and		2 days for 4.11 A, B, C
(C)	explain the impact of the geographic features of the East Asian region on the development of civilizations (G).		2 days for 4.13 A, B, C

(12)	250 BCE-250 CE--East Asia. The student understands the influence of political systems on the development of the economy and society in the East Asian region. The student is expected to:	4.11D Explain how developments in transportation and communication have influenced economic activities.	
(A)	explain the cycle of dynasties in China and the Mandate of Heaven (C/G, H);	TEKS Guide: Define dynasties and Mandate of Heaven.	3 days
(B)	explain the purpose for the creation of the civil service exam system and how it affected a person's status (C/G, H); and	TEKS Guide: Define civil service exam system.	3 days
(C)	describe the five relationships, civic duty, and personal responsibilities as central ideas of Confucianism that impacted the social and political structures (C/G, H).	TEKS Guide: Define civic duty. Everyone has a responsibility to honor their parents, serve the state, and behave right or wrong.  The five relationships are: Ruler to subject Father to son Husband to wife Elder brother to younger brother Friend to Friend	3 days
(13)	250 BCE-250 CE--East Asia. The student understands historical and cultural developments within the East Asian region. The student is expected to:		
(A)	describe the historical significance of the magnetic compass, paper making, porcelain, silk, woodblock printing, and coins that were developed in the Han Dynasty (C/G, E, H); and		3 days
(B)	describe daily life in the Han Dynasty from different perspectives (H).		1 day
(14)	500 CE-1,000 CE--West Africa. The student understands historical points of reference and the influence of geography on the development of West Africa. The student is expected to:		
(A)	identify the relative location of the Kingdom of Ghana in relation to the Han Dynasty on a timeline (H);		2 days for 4.14 A, B, C
(B)	locate the West African region on a physical map and identify the cities of Kumbi and Saleh, the Sahara Desert, the Niger River, and the Sénégal River (G); and		2 days for 4.14 A, B, C
(C)	explain the impact of the geographic features of the West African region on the development of civilizations (G).		2 days for 4.14 A, B, C

(15)	500 CE-1000 CE--West Africa. The student understands the influence of political systems on the development of the economy and society in West Africa. The student is expected to:		
(A)	explain the role of griots in oral histories and traditions in West African civilizations (H);	TEKS Guide: Lack of written language led to small amount of a historical information. Most information was from the stories told by the griots.	1 day
(B)	describe how the gold and salt trade led to the tribute system in the Kingdom of Ghana (C/G, E, H);	TEKS Guide: Gold and salt as resources, taxes, and the protection of trade routes by the King.	8 days for 4.15 B, C, D
(C)	map the Kingdom of Ghana and the gold and salt trade routes (C/G, E, G, H); and		8 days for 4.15 B, C, D
(D)	describe the role of women in the gold and salt trade (E, H).	TEKS Guide: Provide information about the role of women in the gold and salt trade markets.	8 days for 4.15 B, C, D
(16)	250 BCE-900 CE--Mesoamerica. The student understands historical points of reference and the influence of geography on the development of the Mesoamerican region. The student is expected to:		
(A)	identify the relative location of the Mayan civilization in relation to the Kingdom of Ghana on a timeline (H);		2 days for 4.16 A, B, C
(B)	locate the Mesoamerican region on a physical map and identify the Yucatan Peninsula, Chichén Itzá, and the Guatemalan Highlands (G); and		2 days for 4.16 A, B, C
(C)	explain the impact of the geographic features of the Mesoamerican region on the development of cities (G).	TEKS Guide: The vegetation/jungle created natural city-states in the region.  TEKS Guide: Compare the geographic features in the Americas to the Mediterranean, South Asia, and East Asia and how they influenced growing seasons, agriculture, and trade.	2 days for 4.16 A, B, C

(17)	250 BCE-900 CE--Mesoamerica. The student understands historical and cultural developments within the Mesoamerica region. The student is expected to:		
(A)	describe the Mayan accomplishments in math and science of the concept of zero, the number system, pyramids, use of astronomical techniques to predict eclipses, and development of the Long Calendar (H);	TEKS Guide: Define technological innovations, number system, astronomical, and eclipse. The Mayans were the first to use a number system of 1-20.	2 days
(B)	explain the cultural significance of word-pictures, symbols, and written stories in the Mayan civilization (H);		3 days
(C)	describe how the Mayans adapted and modified their physical environment for agricultural purposes (G, H); and	TEKS Guide: Define terrace farming, slash, and burn.	2 days
(D)	describe the economic and cultural role of chocolate and corn (H).	TEKS Guide: Define terrace farming, adapt, and modify.	3 days
(18)	600 CE-900 CE--Southwest Asia. The student understands historical points of reference and the influence of geography on the development of the Southwest Asian region. The student is expected to:	TEKS Guide: Southwest Asia is the area between the Mediterranean Sea and the Indian Subcontinent and includes the areas of Arabia, Persia, and the Levant. The focus of the content within the SE's is on the cultural hearth of Islam, which is focused in Southwest Asia.	
(A)	identify the relative location of the Umayyad and Abbasid caliphates in relation to the Mayan Civilization on a timeline (H);		2 days for 4.18 A, B, C
(B)	locate the Southwest Asian region on a physical map and identify the Arabian Peninsula and the cities of Mecca, Medina, Jerusalem, Damascus, and Baghdad (G); and		2 days for 4.18 A, B, C
(C)	explain the impact of geographic features on the development of culture in the Southwest Asian region (C/G, G, H).		2 days for 4.18 A, B, C
(19)	600 CE-900 CE--Southwest Asia. The student understands how belief systems affect the growth of civilizations. The student is expected to:	TEKS Guide: The focus of the content within the SE's is on the cultural hearth of Islam, which is focused in Southwest Asia and not Africa or Spain.	
(A)	describe the central ideas of Islam, including the role of Muhammad and the Five Pillars of Islam (H); and	TEKS Guide: Explain the five pillars.	2 days for 4.19 A, B
(B)	map the spread of Islam across Africa, Asia, and Europe from 632-900 (G, H).		2 days for 4.19 A, B

(20)	600 CE-900 CE--Southwest Asia. The student understands the impact of the establishment of Islamic caliphates on the development of the Southwest Asian region. The student is expected to:		
(A)	explain the relationship between religious toleration and the government policy of taxation (C/G, E, H);	TEKS Guide: Explain the relationship.	2 days
(B)	describe how the building of libraries and schools reflected the Islamic emphasis on education and learning (C/G, H);	TEKS Guide: Damascus and Baghdad were capitals of their regions. Baghdad had libraries and house of wisdoms to translate Greek and Latin. These places were also locations to practice math and science.	2 days
(C)	explain the historical significance of Arabian art and literature (H); and	TEKS Guide: Reference <i>The Thousand and One Nights</i> , calligraphy, and geometric patterns of art.	2 days
(D)	describe the Islamic accomplishments in math and science of algebra, scientific observations and experiments, and medical textbooks (H).		3 days

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## Grade 5: Interaction of Civilizations 600-1600 CE

TEKS with edits		Work Group Comments/Rationale	Time to Teach
(a)	Introduction.		
(4)	<p>Grades 3-5 develops the story of early human history across the globe through three distinct but overlapping chronological time frames. Due to the expanse of world history and the time limitations of the school year, the focus for Grade 3 is the Development of Civilizations, Grade 4 continues the story of the world by focusing on the Patterns of Civilization, and Grade 5 continues the story of the world by focusing on the Interactions of Civilization. Strands and traceable concepts provide a framework for students as they identify, describe, and analyze significant historical points of reference and issues that have led to present global conditions. The four strands include history (H), civics and government (C/G), geography (G), and economics (E). Students will begin to develop a global perspective by applying the four strands to engage in the process of historical inquiry through a broad range of viewpoints. Traceable concepts and skills are applied across various eras within the standards. These traceable concepts include the following: agriculture, art and architecture, belief systems, diseases, production, governance, migration, military conquests, social structures, technology, and trade.</p> <p>The following periodization should serve as the framework for the organization of this course: Pre 600 CE (Byzantine Empire); 600-1400 CE (Silk Road Trade Network); 800-1500 CE (Indian Ocean Trade Network); 700-1600 CE (Trans-Saharan Trade Network); 800-1600 CE (European Interaction); 1180-1600 CE (Feudal Japan); 1200-1368 (Mongol Empire); 1368-1644 (Ming Dynasty); 1450-1600 (Renaissance); 1450-1750 (Reformation); 1300-1535 CE (Mesoamerica &amp; South America); and 800-1600 (Indigenous/American Indian). Grade 5 addresses the interactions of civilizations as they engage with growing numbers of people and places in an increasingly interconnected world. Specific events and processes may transcend these chronological boundaries.</p>		<p>77 days 57.75 hours 3,465 minutes</p>
(b)	Knowledge and skills.		
(1)	Pre 600 CE--Byzantine Empire. The student recognizes the role of the Byzantine Empire after the fall of the Roman Empire. The student is expected to:		
(A)	identify the relative location of the Byzantine Empire in relation to the present day on a timeline (H);		15 min
(B)	locate on a map the Byzantine Empire after the fall of Rome, including the cities of Constantinople and Alexandria (G);	CCRS I.A.1	30 min
(C)	identify the reasons for the fall of Rome (C/G, H); and	CCRS I.B.3	60 mins

(D)	explain ways the Code of Justinian preserved Roman law in the Byzantine Empire (C/G).	CCRS I.C.2 TEKS Guide: Define code and law. Ways-collected all Roman Laws into one code. Listed laws and opinions on various subjects, includes religion laws; include Code excerpts and Roman law correlation.	60 mins
(2)	600-1400 CE--Silk Road Trade Network. The student understands how the geography of the Silk Road Trade Network shaped the diffusion of goods, ideas, and technology across Asia, Africa, and Europe. The student is expected to:		
(A)	locate the continent of Asia on a map, identify the Silk Road trade routes and significant features, including the Taklamakan Desert and the Himalayan Mountains, and the cities of Chang'an, Kashgar, and Constantinople (G);	CCRS IA.1 TEKS Guide: The Silk Road trade routes begin in the east in Xi'an, splits around the Taklamakan Desert, comes back together at Kashgar, and continues to Constantinople. A south branch goes the Khyber Pass into India. Contemporary Cities: Xi'an (Chang'an) and Istanbul (Constantinople)	30 mins
(B)	explain the how the Taklamakan Desert and the Himalayan Mountains shaped the Silk Roads trade route (G);	CCRS 1A.2 TEKS Guide: These geographic features served as natural barriers which shaped the flow of the trade route.	30 mins
(C)	explain how a demand for spices, silk, and gunpowder led to the trans-regional Silk Road trade (E);	CCRS I.D.1 TEKS Guide: Define trans-regional. Students need to understand the basics of supply, demand, scarcity, and how these support the development of trade to gain what is wanted or needed.	60 mins
(D)	compare the economic impact of the Silk Road trade on Asia, Africa, and Europe (E, H); and	CCRS I.D.1 TEKS Guide: Include exchange of spices, silk, and gunpowder.	90 mins
(E)	explain how Constantinople was a cultural crossroads of the Silk Road trade (H).	CCRS I.B.3 TEKS Guide: Define cultural crossroads.	60 mins



(3)	800-1500 CE--Indian Ocean Trade Network. The student understands how the geography of the Indian Ocean trade network diffused goods, ideas, culture, and technology. The student is expected to:		
(A)	locate east Africa, India, Southeast Asia, Indian Ocean, Arabian Sea, Bay of Bengal, and the South China Sea on a map;	CCRS IA.1 TEKS Guide: Historical language: Sea of India (Arabian Sea).	30 min
(B)	map the geographic factors on the Indian Ocean trade network, including the location of Mogadishu, Kilwa, Calicut, Malacca, and the monsoon winds (E and G);	CCRS 1A.2 TEKS Guide: Recommend including the need for students to have labeled places related to the trade network, including Arabian Peninsula, Madagascar, Ceylon. Use arrows on a map to illustrate the flow of seasonal monsoon winds which influenced the Indian Ocean trade. TEKS Guide: Contemporary Cities: Calicut (Calcutta).	30 min
(C)	map the diffusion of technological innovations and goods including the astrolabe, rice, and cotton, along the Indian Ocean trade network (E, G, and H);	CCRS I.B.3 TEKS Guide: Could be a good place for cross curricular connections with Math – Hindu-Arabic number system and math around using navigational tools  Students need to apply the basics of supply, demand, and scarcity to identify how this support development of trade to gain what is wanted or needed.	60 min

(D)	explain how advances in navigation including the magnetic compass, astrolabe, and ship design enabled the Portuguese to join in the Indian Ocean trade network (G); and	CCRS I.B.3 TEKS Guide: The geographic connect is that Portugal’s location meant they were blocked from Mediterranean trade and sought a different path to spices. Navigation advances included: floating compass (allowed direction to be identified anytime of the day rather than being depended on stars), astrolabe (help with navigation accuracy), and Lateen sails (triangle shape of the sail makes tacking easier, stern rudder and moved steering to the back of a ship, increasing maneuverability of ships, which both originated from Chinese Junk boat design). Cross curricular connection – advances in math and astronomy also helped.	90 min
(E)	trace the spread of Buddhism and Islam through the Indian Ocean trade network (G, and H).	CCRS I.B.2	30 min
(4)	700-1600 CE--Trans-Saharan Trade Network. The student understands how the geography of the Trans-Saharan Trade Network diffused goods within Africa and Europe. The student is expected to:		
(A)	locate the continent of Africa on a map and identify the Trans-Saharan region, the Kingdom of Mali, and the city of Timbuktu (G);	CCRS I.A.1 Rationale: From redesigned WH standards; make sure to cover Ghana in 4 <sup>th</sup>	10 min
(B)	explain the impact of geographic features on the Trans-Saharan trade network, including the Sahara Desert, Niger River, Sahel, and oases (E, G); and	CCRS 1.A.2 Rationale: From redesigned WH standards; define geographic features	30 min
(C)	describe how the economy of the Trans-Saharan region was impacted by the demand for gold and salt (E, H).	CCRS 1.D.2 TEKS Guide: Define caravan and put in glossary; DC standards and TN 7.24; define what is in the caravan in the guide for the teachers. Define economic; World Cultures – 6.6C  Students need to apply the basics of supply, demand, and scarcity to identify how these support developments of trade to gain what is wanted or needed.	60 min

(5)	700-1600 CE--Trans-Saharan Trade Network. The student understands how the Trans-Saharan trade network diffused ideas and culture. The student is expected to:		
(A)	infer from primary and secondary sources the cultural and economic impact of Mansa Musa's hajj (C/G, E, H); and	CCRS I.B.3 TEKS Guide: Define hajj. Mansa Musa brought so much gold from Mali to Arabia that he changed their economy. Also introduce African culture to Arabia. Source: TN 7 <sup>th</sup> grade 7.23.	90 mins
(B)	describe the impact of Islam on the Trans-Saharan region, including the development of Timbuktu as a center of trade, architecture, and learning (E, H).	CCRS I.B.3	90 mins
(6)	800-1600 CE--European Interaction. The student understands how trade led to the diffusion of goods, ideas, innovation, and disease within Europe. The student is expected to:		
(A)	locate the continent of Europe and identify the Mediterranean Sea, Rome, Constantinople, London, Paris, the Alps, Northern European Plains, and Iberian Peninsula on a map (G);	CCRS 1A.1 TEKS Guide: Other significant European physical features students should know, including location of Danube River, Atlantic Ocean, Thames River, and Seine River.	10 min
(B)	compare political maps of Europe from 800-1600 to identify change and continuity over time (C/G, G);	CCRS 1B.2 TEKS Guide: Changes that should be noted include borders, growth of cities, formation/beginnings of the States of France and England; Continuity-cultures of French, German, British; cities along natural ports and fertile soil; human created borders to divide political control	60 min
(C)	explain how trade routes contributed to the spread of the Bubonic Plague (E, G); and	CCRS 1A.2	30 min
(D)	develop a claim describing how the introduction of new goods through trade led to European exploration (E, G).	CCRS 1A.2 TEKS Guide: Define exploration. Demand for new goods from East Asia led to explorers seeking riches through acquisition of natural resources and control of new goods trade. Students need to apply the basics of supply, demand, and scarcity to identify how this supported development of trade to gain what is wanted or needed.	30 min

(7)	800-1600 CE--European Interaction. The student understands how new political and social systems develop when existing systems fail to meet societal needs. The student is expected to:		
(A)	identify how the Church shaped politics and society in Western Europe after the fall of Rome (C/G, E, G, H);	CCRS I.B.3 TEKS Guide: The Church in Western Europe is the Catholic Church. As the only remaining cultural institution after the Fall of Rome in Western Europe, the Church filled a political leadership role, collected taxes, and regulated.	90 min
(B)	explain how the unification of Western Europe under Charlemagne led to the spread of Christianity (C/G, H);	CCRS I.B.3 TEKS Guide: Identify Charlemagne. TEKS Guide: Western Europe includes France and the low countries.	90 min
(C)	describe the development of feudalism under Charlemagne (C/G, H);	CCRS I.B.3 TEKS Guide: Define feudalism. Charlemagne granted Counts land for loyalty/ fealty which allowed him to rule a larger empire.	30 min
(D)	compare the social and political roles within the feudal system in Western Europe (C/G, H); and	CCRS I.B.3 TEKS Guide: Economic and political structure examples could include the rise of guilds. Feudal social hierarchy includes peasants, knights/vassals/, lords, and King. Political power under the feudal systems was distributed in which the King gave land to Lords in return for loyalty and service; Lords gave land to knights for loyalty and service; peasants are bound to the land and are subservient to the knight Define aristocracy, hierarchy, fealty, fief, and serf.	90 min
(E)	explain life in the manorial system from different perspectives (E, H).	CCRS I.E.1 TEKS Guide: Define manorial system. Characteristics should include self-sufficiency of manorial system, manor house, fields, church, commons, serf huts, and King's Forest.	60 min

(8)	800-1600 CE--European Interaction. The student understands how conflicts contribute to changes in systems. The student is expected to:		
(A)	explain how the Battle of Hastings, 1066 led to political change in England and Northern France (C/G, G, H);	CCRS I.B.3 TEKS Guide: William the Conqueror of Normandy invade and unifies England. Using the Bayeux tapestry is a good primary artifact to use to illustrate this event; teachers should reference the locations of England, France, Normandy, and the Channel on a map.  Political change in England and Northern France are unified under William and the feudalism is introduced in England.	60 min
(B)	identify how the closing of Jerusalem to pilgrims contributed to the Catholic Church's call for the Crusades (G, H); and	CCRS I.B.3 TEKS Guide: Define Crusades and the term pilgrims. Teachers should reference a map of the various Crusades to illustrate the time, groups involved, and regions involved. Byzantine Empire requests support from the Pope when the Seljuk Turks close Jerusalem to Christian pilgrims. Four major Crusades (1095-1291), only the first one was successful for the Catholic Church, the 3 <sup>rd</sup> Crusades was the King's Crusades with Richard the Lionheart (include Robin Hood connections).	60 min
(C)	explain why the Crusades led to the diffusion of Arabic knowledge and goods to Europe (H).	CCRS I.B.3	60 min
(9)	800-1600 CE--European Interaction. The student understands how new economic and political systems develop when existing systems fail to meet societal needs. The student is expected to:		
(A)	describe how the Magna Carta in 1215 introduced the concept of limited government to England (C/G);	CCRS I.B.3	120 min

(B)	use primary and secondary sources to explain the impact of the Bubonic Plague and the Crusades on the transition from feudal societies to centralized monarchies and the rise of the merchant class in Western Europe (C/G, E, G, H);	CCRS I.B.3 TEKS Guide: Lower populations led to more power for the serfs/peasants, freedom from manor, and questioning Church authority; Crusades led to Kings gaining power and decline influence of the Church.  The plague Ring around the Rosie could be a good resource for this SE.	120 min
(C)	analyze how conflict and trade influenced the transition from manorialism to commercial economies (E, H); and	CCRS I.B.3 TEKS Guide: Rise in market economies, particularly with the Dutch Tulip trade.	60 min
(D)	identify the relative location of the Battle of Hastings and the Magna Carta in relation to the Byzantine Empire on a timeline (H).		15 min
(10)	1180-1600 CE--Feudal Japan. The student understands how new political and social systems develop when existing systems fail to meet societal needs. The student is expected to:		
(A)	locate and map Japan, China, Korea, Pacific Ocean, Sea of Japan, and Mount Fuji (G);	CCRS IA.1 TEKS Guide: Highlight differences between China and Japan and how Japan's geographic leads to unique culture patterns.	30 min
(B)	describe the rise of a military society in feudal Japan, including the role of the shogun and the samurai (C/G, H); and	CCRS I.B.3 TEKS Guide: Define shogun, samurai, and military society. Conflict among clans led to establishment of feudalism in Japan. Role examples include shogunate court life and warrior code.	120 min
(C)	compare the feudal system in Japan with the feudal system in Western Europe (C/G, H).	CCRS I.E.1 TEKS Guide: Japanese lord-vassal system consisted of emperor, shogun, daimyo, samurai, and the warrior code. Both are hierarchical class systems. Knighthood could be earned, but samurai were hereditary or adopted into the family.	60 min

(11)	1200-1368 CE--Mongol Empire. The student will understand the development of the Mongol empire and the impact of its spread. The student is expected to:		
(A)	identify the relative location of the Mongol Dynasty in relation to the Byzantine Empire on a timeline (H);		15 min
(B)	map the spread of the Mongol Empire over time, including the four Khanates (G);	CCRS IA.1 TEKS Guide: Empire begins in Mongolian and spread along Silk Road routes; China, Indian Subcontinent, Iran Plateau, eastern Europe (Pacific to Med) Four Khanates – Golden Horde, Ilkhans, Jagatai, Great Khan.	30 min
(C)	describe the role of Chinggis Khan in the rise of the Mongol Empire (C/G, H);	CCRS I.B.3 TEKS Guide: Historical name Chinggis Khan (Genghis Khan). Khan leadership as a warrior united tribes across the Mongol steppe, his aggressive warfare and innovations with stirrups/weapons/horsemanship contributed to a reputation as a fierce leader that others feared	30 min
(D)	explain how the Pax Mongolica facilitated trade along the Silk Road (C/G, E); and	CCRS I.B.3 TEKS Guide: Define Pax Mongolica. Understand unification equals protection for traders/travelers along Silk Road routes.	60 min
(E)	compare the Mongol rule in the Yuan Dynasty in China to the Khanate of the Golden Horde in Russia (C/G).	CCRS I.A.2 Recommend <b>deletion</b> TEKS Guide: Yuan Dynasty – Kublai Khan, adopted Chinese ways, developed gun powder, court life described by Marco Polo; Golden Horde –Mongol traditions and clothing styles diffuse to Russia, Muscovites rebelled, in 1480 Ivan the Terrible names himself Tsar.	90 min
(12)	1368-1644 CE--Ming Dynasty. The student will understand factors that led to the expansion and contraction of Chinese global interactions. The student is expected to:		
(A)	identify the relative location of the Ming Dynasty in relation to the Mongol Dynasty on a timeline (H);		15 min
(B)	locate China, Mongolia, Beijing, Nanjing, and the Great Wall of China on a map (G);	CCRS IA.1	15 min

(C)	describe the purpose for the explorations by Zheng He and the reason they ended (H); and	CCRS I.B.3 TEKS Guide: Purpose was to show the world how rich and powerful the Ming Dynasty is, and they ended because the Chinese felt there was nothing they would gain from contact with other cultures. China became isolationist.	60 min
(D)	map the routes of Marco Polo and Zheng He and compare their cultural impacts on Asia and Europe (G, H).	CCRS I.A.2 TEKS Guide: Marco Polo's book about his travel along the Silk Road was widely read in Europe and sparked increased desire for Asian goods. Zheng He travels showed China's power to East Asia and reinforced China's belief in their superiority. Guide should include some excerpts from Marco Polo's writing that illustrates how his work shaped European understanding of Mongol (Yuan Dynasty) culture. Accessible primary sources describing the wealth and power of Zheng He's fleet and the Ming Dynasty should also be included.	90 min
(13)	1450-1600 CE--Renaissance: The student understands how the European Renaissance built upon the knowledge and innovations of classical civilizations. The student is expected to:		
(A)	identify the relative location of the Renaissance in relation to the Ming Dynasty on a timeline (H);		15 min
(B)	identify Florence, Rome, Venice, Milan, Italy, and the Mediterranean Sea on a map (G);	CCRS IA.1 TEKS Guide: Materials referencing this content may reference the Vatican (Holy See/Papal states), the geographic location is in Rome.	15 min



(C)	explain how renewed interest in classical Greece and Rome contributed to new artistic expression during the Renaissance (H);	CCRS I.B.3 TEKS Guide: Define Renaissance. Muslim preservation of classical texts were brought back to Europe through the Crusades and increased interest in classical art, architecture, and writing. Renaissance new artistic expressions include perspective, a focus on humans, and realism. Teachers will need to understand some sources will include nude images.	30 min
(D)	identify how Leonardo da Vinci and Michelangelo contributed to the new artistic expressions during the Renaissance (H);	CCRS I.B.3 TEKS Guide: Works to share with students include da Vinci's invention sketches, Mona Lisa, and Last Supper; and Michelangelo's Saint Peter's Basilica, Sistine Chapel, and La Pieta. Contributions of Leonardo da Vinci include perspective, realistic anatomy, and engineering; and Michelangelo's include realistic representations, especially of the human body.	60 min
(E)	identify how Dante Alighieri and William Shakespeare contributed to Renaissance literature (H); and	CCRS IV.A.5 TEKS Guides: Experts from: The Divine Comedy, Romeo & Juliet, Jules Caesar, Twelfth Night, Hamlet, and Sonnet #18 could be shared with students to highlight the contributions of man-centered (Humanism), Iambic pentameter (in Sonnets) and every man plays (histories, comedies, tragedies).	60 min
(F)	evaluate the degree to which Johannes Gutenberg's invention of the printing press spread knowledge to the nobility and merchant classes and across Europe (H).	CCRS I.B.3 TEKS Guide: Printing press built on Chinese block printing and paper to moveable type and a new press. Increased speed to copy work (formally hand copied as illuminated text). Helped literacy spread and made knowledge more accessible to more people including Gutenberg Bible in the vernacular.	30 min

(14)	1450-1750 CE--Reformation. The student understands how challenges to the Catholic Church led to conflict and change. The student is expected to:		
(A)	identify the relative location of the Reformation in relation to the Renaissance on a timeline (H);		15 min
(B)	explain how Martin Luther's 95 Theses challenged the authority of the Catholic Church (H);	CCRS I.B.3 TEKS Guide: Challenged to indulgences (buying salvation) and many other practices.	30 min
(C)	describe how challenges to the Catholic Church by Martin Luther and John Calvin gave rise to the Protestant Reformation (H); and	CCRS I.B.3 TEKS Guide: Define Reformation, Calvinism, Protestant, and Protestant shift. The bible, rather than the Pope, was the central religious authority and salvation comes from faith not deeds. Include political aspects and strict moral code.	90 min
(D)	analyze how the Protestant Reformation contributed to division and conflict in Europe (G).	CCRS IA.1 TEKS Guide: Possible teaching suggestion: Map Catholic and Protestant regions, describe the impact-end of religious unity, growth of Royal Power, and the use of persecution.	60 min
(15)	1300-1535 CE--Mesoamerica & South America. The student will understand how geography shaped the Aztec (Mexico) and Incan way of life. The student is expected to:		
(A)	locate and map Central and South America, the Andes Mountains, the Yucatan Peninsula, Mexico, Peru, Chile, Pacific Ocean, Machu Picchu, Mexico City (Tenochtitlan), and Cuzco (G);	CCRS IA.1	25 min
(B)	compare the impact of geographic features and climate on the agricultural practices and settlement of the Aztec and Incan civilizations (G);	CCRS I.B.3 TEKS Guide: Include terrace farming, chinampas (floating gardens), volcanoes, Texcoco Lake, and elevation climate zones.	90 min
(C)	compare the daily life of the Aztec and Incan civilizations (H);	CCRS I.A.6 TEKS Guide: Include economic contributions of men and women and ways geography influences cultural practices.	60 min

(D)	compare the labor contributions of men and women in the Aztec and Incan economies (E, H);		
(E)	compare methods used by the Aztec and Incan civilizations to expand territorial control (H, C/G);	CCRS I.A.2 TEKS Guide: Aztecs were a tributary and militaristic society centered on conquest while Incas used infrastructure to unify territories and were more peaceful.	60 min
(F)	describe the significance of the Aztec (Mexica) city planning, canal system, and the chinampas; and	TEKS Guide: Aztec (c.1345-1521)--planned city (using a grid pattern), chinampas, a form of hieroglyphic writing, pyramids, calendar, monumental sculptures and astronomy.	
(G)	describe the significance of the Incan Road system, terrace farming, and the quipu.	CCRS I.A.6 TEKS Guide: Inca (c.1400-1533), include roads, monumental architecture, and quipu.	60 min
(16)	800-1600 CE--Indigenous/American Indian. The student will understand how geography shaped the Inuit, Algonquin, Mississippians, and Puebloan way of life. The student is expected to:		
(A)	locate and map Mississippi River, the Great Lakes, Hudson Bay, Ottawa River, St. Lawrence River, Ohio River, Tennessee River, Gulf of Mexico, Rocky Mountains, Chihuahuan Desert (G);	CCRS IA.1	15 min
(B)	locate and map the locations of the Inuit, Algonquin, Mississippians, and Puebloan peoples (G);	CCRS I.A.1 TEKS Guide: Inuit (Alaska, Canada); Algonquin (NE Canada, NE, Ohio Valley) bands include Haudenosaunee (formally known as the Iroquois which is no longer acceptable reference), Huron; Mississippians (Mississippi River and tributary valleys) bands include Cherokee, Creek, Seminole, Caddo; Pueblo (Chihuahuan Desert and Franklin Mountains)  Note: teachers need to be aware that Eskimo is not an acceptable reference for Inuit.	15 min

(C)	compare how geography contributed to the differences in diet, housing, labor, and belief systems of the Inuit, Algonquin, Mississippians, and Puebloan peoples (G, H);	CCRS I.A.6 TEKS Guide: Culture is way of life, which includes food, housing, jobs, belief systems, family, clothing, and language.	90 min
(D)	explain how belief systems shaped interactions with the environment for the Inuit, Algonquin, Mississippians, and Pueblo (G, H); and	CCRS I.A.6 TEKS Guide: Include communal land stewardship.	60 min
(E)	describe how trade routes connected the Indigenous/American Indians (E, G).	CCRS I.B.3 TEKS Guide: Include Appalachian Trail, Mississippi River trade, and Naches Trace.	30 min

Rationale –

Byzantine period Turks and Russia –HS World History Studies better addresses the Turks and Russia in depth

Additional details regarding specific religious practices that emerge during the reformation is not included since they are essential understanding 5<sup>th</sup> graders need.

Ottoman Empire is not included because they have their greatest impact when Europeans begin imperializing in Africa and Southwest Asia, outside our timeline.

Grade 6			
	TEKS with edits	Work Group Comments/Rationale	Time to Teach
(a)	Introduction.		
(4)	In grade 6, students study the history of the American continents, including world events, from pre-European contact to the 1780s. The dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods. The historical content includes Indigenous Nations, Exploration to Colonization, Colonial Life, the Road to Independence, the American Revolution, and the Articles of Confederation. Students use critical-thinking skills and a variety of primary and secondary source materials to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.	An SE situating the history of human migration into the Americas begins the first Knowledge and Skills statement. Several SEs spiral Grade 5 content. The Grade 6 course begins with the study of indigenous civilizations in order to situate the story of the Americas prior to European contact.  There are fewer SEs in Grade 6 than Grades 7 and 8 because Grade 6 is very skills-focused, which will lay a foundation for the heavy content in Grades 7 and 8.	129 days 96.75 hours 3,465 minutes
(b)	Knowledge and skills.		
(1)	Indigenous Nations (1400s to 1500s). The student understands early indigenous cultures and their development in North and South America. The student is expected to:	5 SEs	
(A)	examine artifacts to explain different theories of human migration to the Americas (G, H);	Begins the story of human geography in the Americas. Engages students in collaborative inquiry and embeds skills. Introduces students to the ever-evolving nature of history based on the discovery of new evidence (processing skills).  CCRS: IA1,4 F1,B 1 III A1, IV B2,3,4	2
(B)	illustrate on a map the physical characteristics of the Americas and the region of Texas (G);		1
(C)	compare how physical geography influenced the cultures of indigenous nations of the Pacific Northwest, Plains, Southwest, and Northeast, Southeast in the Americas (C/G, E, G, H);	Combines 6.3AB, 6.5BC, 6.13A  CCRS:1A,1,2,3,6	4

(D)	compare how physical geography influenced the cultures of indigenous nations of the Plains, Southwest, and Southeast in Texas prior to colonization (C/G, E, G, H); and	7.2A CCRS:1A,1,2,3,6	2
(E)	describe cooperation and conflicts between different indigenous culture groups, including trade agreements, alliances, and resources (C/G, E, G, H).	Combine 6.15AD Spiraling from elementary how societies are formed and laying a foundation for how these groups will interact with European colonization  TEKS GUIDE: Resolution of conflict over resources and territory between the Mohawk, Oneida, Onondaga, Cayuga, and Seneca led to the establishment of the Haudenosaunee Confederacy (formerly referred to Iroquois Confederacy)  CCRS: 1A6,C2,3, E2,4, IIA2 IIIA1,2,3	3
(2)	Exploration to Colonization (1492 to 1600s). The student understands motivations for and methods of exploration. The student is expected to:	4 SEs	
(A)	explain how global innovations in shipbuilding, cartography, and navigation enabled European transatlantic exploration (E, G, H);	Explains how exploration was possible at this time. Brings in STEM opportunities and cross curricular learning.  Lays foundation for WH.1D Incorporates 7.1B and 7.2B  TEKS Guide: Alfonso Alvarez de Pineda, Amerigo Vespucci, astrolabe, compass, caravel, Prince Henry the Navigator  CCRS: 1A1,B2,IV A4	2
(B)	explain the relationship between the Scientific Revolution and exploration (C/G, E, G, H);		1

(C)	explain how the desire for territorial expansion, resources, and new trade routes to Asia led to European transatlantic exploration (C/G, E, G, H); and	Combined and added specificity to 6.1A, 7.2B, 8.2A CCRS: 1A 1,2,3,4,5,6 B2,3, C2, D1,2	3
(D)	trace the routes used by Christopher Columbus, Hernan Cortes, Jacques Cartier, and Henry Hudson during transatlantic exploration (G, H).	Added specificity to 8.1A and 8.2A CCRS: IA 1,2,3,4	1
(3)	Exploration to Colonization (1492 to 1600s). The student understands the impacts of exploration. The student is expected to:	3 SEs	
(A)	compare the English, French, and Spanish relationships with indigenous nations and analyze how they led to the spread of disease, conflict, and cooperation (E, G, H);	TEKS Guide: Juan de Onate, Cabaza de Vaca and Karankawa, Samuel de Champlain and the Algonquin, Haudenonsaunee Confederacy (formerly referred to Iroquois Confederacy)  Connects to 7.2B CCRS: I A2,3,4 II A1,2, B1,3,4,5,6, III A1,2,3	4
(B)	analyze maps to identify competing European land claims in the Americas (G); and	Connects to 7.2B TEKS Guide: La Salle CCRS: I E 1,2,4 D 1,2,	1
(C)	evaluate the ways in which the eastern and western hemispheres were reshaped by the transatlantic exchange of animals, plants, peoples, ideas, and technology (E, G, H).	WH 1D, 7B; WG 1B TEKS Guide: Commonly called Columbian Exchange as coined in 1970s CCRS: 1 A 1,2,3,4,5,6 B 2,3	3
(4)	Exploration to Colonization (1492 to 1600s). The student understands motivations for and methods of colonization. The student is expected to:	3 SEs	
(A)	analyze how physical and human geography led to the establishment of Veracruz, Jamestown, and Quebec as the first permanent European settlements in the Americas (C/G, E, G, H);	Combines 5.1A, 7.2B, 8.1B, 8.10A  TEKS Guide: Veracruz: 1519 first Spanish settlement in the Americas, Jamestown:1607 first permanent English settlement Chesapeake Bay, Quebec: 1608 first French permanent French settlement, fur outpost  Mexico City: Cortes conquers the Aztec capital of Tenochtitlan 1521 CCRS: I A 1-6	3

(B)	explain the different religious motivations of the English, French, and Spanish in colonizing the Americas and the impacts on Indigenous populations (H); and	Combines 5.1A, 7.2B, 8.2B, 8.25A  Escaping religious persecution, missionaries, converting Indigenous populations as a method of land acquisition CCRS: I E 1-4, II B 1,3,6	2
(C)	identify using primary and secondary sources the personal motivations of the earliest European settlers who immigrated to the Americas (C/G, E, G, H).	TEKS Guide: Mayflower Compact, Bartolome de las Casas’ writings, Charters, Journals, Indentured Servants  RATIONALE: “Personal motivations”—we often discuss the motivations of nations and governments. We wanted to differentiate between the national and individual purpose of colonizing. CCRS: IV A 4-6	3
(5)	Colonial Life (1500s to 1763). The student understands the social, economic, and political structure and challenges of Spanish colonial life. The student is expected to:	5 SEs	
(A)	illustrate using maps the territorial reach of the Spanish colonial empire (G);	Embedding geography skills and promoting spatial awareness. Aligns with current 4 <sup>th</sup> Grade SE 7B and 7 <sup>th</sup> Grade SE 8.A CCRS: I A1,3,5,6	1
(B)	explain how the Spanish used missions and presidios to establish territorial control in New Spain (C/G, G, H);	Explains the development of Spanish Texas. San Antonio established 1718. Allows for future comparison to other European (French/English) Colonies. Aligns with current 7 <sup>th</sup> Grade SE 2.C CCRS: I A1,3,5,6, I E 1-4, IIB3	2



(C)	summarize the successes and failures of the mission and presidio systems (C/G, G, H);	Failure of these systems connects to future opportunities for Anglo settlement of Texas. Aligns with current 4 <sup>th</sup> Grade 2.C, 7.B and 7 <sup>th</sup> Grade SE 2.C, 2.D, 2.F  TEKS GUIDE: Texas examples include-- 1632—San Angelo mission established by request of the Jumano, but was abandoned after six months 1680s—Christi de la Isleta, which is still an active church 1718—San Antonio de Bexar a presidio established to prevent encroachment (creation of San Antonio) CCRS: I E 1-4, II B3	2
(D)	trace Francisco de Coronado’s route through Texas as he searched for the Seven Cities of Cibola (C/G, E, G, H); and		1
(E)	analyze how the structures of the Spanish Casta and the Encomienda Systems impacted racial, economic, and social inequality in New Spain (C/G, E, H).	The casta system establishes the way the Spanish organized the economic system of the colonies. The inequality of the system led to conflict between the classes and ultimately the outbreak for the Mexican Revolution against Spain. Aligns with current 4 <sup>th</sup> Grade 2.C, 7.B, 9.B and 7 <sup>th</sup> Grade SE 2.C, 2.D, 2.F CCRS: I E 1-4, II B3	3
(6)	Colonial Life (1500s to 1763). The student understands the social, economic, and political structure and challenges of English colonial life. The student is expected to:	11 SEs	
(A)	illustrate using maps the territorial reach of the English thirteen colonies (G);	8.10A CCRS: I A 1,3,5,6	1
(B)	compare how geography impacted the economic development of the New England, Mid-Atlantic, and Southern colonies (E, G);	Combines and adds specificity to 8.11A and 8.12A CCRS: 1A 1-4, D 1,2	2
(C)	define mercantilism and explain its significance to colonization (C/G, E, H);	Creating a captive market	1

(D)	identify how the Scientific revolution, humanism, religious reformation, and changing views on government influenced Enlightenment ideas (C/G, H);	World lens – what’s going on in Europe that will impact colonies later  TEKS Guide: Divine Right of Kings, Absolute Monarchy CCRS: I C 1-3, E 1-4, II B 4	3
(E)	explain how the Magna Carta, English Bill of Rights, and role of Parliament limited the power of the English monarchy (C/G, H);	CCRS: I C 1-3, E3	2
(F)	explain using primary and secondary sources how the distance from Great Britain, the Mayflower Compact, the First Great Awakening, and religious freedom led to the growth of self-government (C/G, G, H);	Combines and adds specificity to 8.3A, 8.3B, and 8.3C CCRS: I C 1-3, E3, IV A 4-6	2
(G)	analyze using primary and secondary sources how the Virginia House of Burgesses and the Fundamental Orders of Connecticut contributed to the growth of representative government in the English Colonies (C/G, H);	Combines and adds specificity to 8.3A and 8.3B CCRS: I C 1-3, E3, IV A 4-6	3
(H)	trace the progression of slavery from the forced labor of indigenous people and indentured servitude through the development of the plantation system and chattel slavery (E, G, H);	8.12B, 5.11B  Bacon’s Rebellion 1662 House of Burgesses passes law stating slavery is passed through maternal line. Law passed in response to Elizabeth Grinstead 1655 Freedom Suit. CCRS: 1 A1,4,6, B 2,3, D1,2, E2, 4 F 2, II B1,5	3
(I)	explain the global development of and participation in the transatlantic slave trade (C/G, E, G, H);	Middle Passage Dutch, Portuguese, Spanish, Africa were involved	1
(J)	identify how colonists and enslaved Africans resisted slavery in the colonies (C/G, E, H); and	Germantown Petition 1688 (Quakers) Bacon’s Rebellion Freedom suits Olaudah Equiano purchased his own freedom Stono Rebellion 1739 CCRS: II B 1,6, IV A 2-6, B 2-4	2
(K)	explain the perspective of early colonial leaders who challenged authority to expand religious and political freedom (C/G, H).	TEKS Guide: Thomas Hooker, William Penn, Anne Hutchinson, Roger Williams, Salem Witch Trials, Quakers, Catholics, Bacon’s Rebellion CCRS: I E 1-4, F 1,2	2

(7)	Colonial Life (1500s to 1763). The student understands the social, economic, and political structure and challenges of French colonial life. The student is expected to:	3 SEs	
(A)	illustrate using maps the territorial reach of the French colonial empire (G);	Embedding geography skills and promoting spatial awareness.  La Salle CCRS: 1A 1,3,5,6	1
(B)	analyze the political and economic purposes of French land claims in the Americas (C/G, E, G, H); and	Combines and adds clarity to 4.2B, 6.1B, 8.2A, 8.12A  Leads into French and Indian War, sets geographic stage for Louisiana Purchase. Fur trade and military posts. CCRS: I C1-3, D 1,2	1
(C)	describe how the French fur trade and military outposts impacted relations with Indigenous Nations, Spain, and England (C/G, E, G, H).	RATIONALE: English wanted to encroach on the French Territory French and the Spanish are in conflict in Texas and Louisiana CCRS: 1 A 1-4, B 3 C 1-3, D 1,2, E 1,2,4	2
(8)	Colonial Life (1500s to 1763). The student understands the causes and effects of the French and Indian War. The student is expected to:	4SEs  RATIONALE: We chose to focus on causes and effects since they are the most essential aspect of this conflict to student knowledge.  Albany Plan of Union is placed here to fill a knowledge gap.	
(A)	compare the Spanish, English, and French motivations for and methods of colonization in the Americas (C/G, E, G, H);	8.2A CCRS: 1 A 1-4, B 3 C 1-3, D 1,2, E 1,2,4	2
(B)	analyze the causes of the French and Indian War including English expansion into the Ohio River Valley and alliances with Indigenous Nations (C/G, E, G, H);	Filling knowledge gap CCRS: 1 A 1-4,6 B 3 C 1-3, D 1,2, E 1,2,4	1
(C)	explain how the Haudenosaunee Confederacy influenced Benjamin Franklin's Albany Plan of Union (C/G, H); and	RATIONALE: Organize the colonies to support the fight against the French during the French and Indian War. CCRS:1 A 1-4,6 B 3 C 1-3	2

(D)	illustrate using maps the territorial changes resulting from the Treaty of Paris 1763 (G).	Embedding map skills and spatial awareness CCRS: 1 A 1, 3, 5, 6	1
(9)	The Road to Independence (1763-1776). The student understands significant issues, events, and individuals leading to the Revolutionary War. The student is expected to:	10 SEs	
(A)	analyze how British refusal to recognize Indigenous sovereignty after the French and Indian War led to Pontiac’s War (C/G, G, H);	RATIONALE: Mt. Vernon.org “Pontiac’s War was an armed conflict between the British Empire and an unprecedented pan-Indian resistance to European colonization in North America which challenged the attempts by the British Empire to impose its will and abrogate Native sovereignty.” --mountvernon.org CCRS: I B 3, C 1-3, E4	2
(B)	explain the British Parliamentary, Colonial, and Indigenous perspectives on land claims and sovereignty by analyzing the Proclamation of 1763 and related primary and secondary sources to (C/G, G, H);	Resources: <a href="https://teachinghistory.org/">https://teachinghistory.org/</a> <a href="https://indigenousfoundations.arts.ubc.ca/royal_proclamation_1763/">https://indigenousfoundations.arts.ubc.ca/royal_proclamation_1763/</a> CCRS: IV A 1-6, 11 A 2-4	2
(C)	explain how colonial ideals were influenced by The First Great Awakening, Enlightenment ideas, and the diversity of the colonies (C/G, H);	TEKS Guide: Colonial ideals include— <ul style="list-style-type: none"> <li>• Freedom of Speech</li> <li>• Equality</li> <li>• Freedom of the Press</li> <li>• Religious Tolerance</li> </ul> First Great Awakening— people are traveling to see preachers, the exchange of ideas occurs, traveling between colonies, increase in individualizing religion and personal accountability Enlightenment—Rights of man Diversity of colonies—exchange of ideas of different groups CCRS: IV A 1-3. 5,6 C 1,2,3	2
(D)	analyze the results of the Marques de Rubi’s inspection of New Spain and identify its impact on the settlement of Texas (C/G, G, H);	TEKS Guide: Spanish action is <i>The New Regulations for Presidios</i> RATIONALE: This will influence Spain’s willingness to support the Revolutionary War as opponents of the British CCRS: 1 A 1,4, B3, C 1,2, E4, F 1,2	1

(E)	explain how debt from the French and Indian war led to British enforcement of new economic policies including the Sugar and Currency Acts of 1764 (C/G, E, H);	CCRS: 1 B 3, C 1,2, D1, E4, IV A 4	1
(F)	explain how the Townshend Act was a result of colonial boycotts of the Stamp Act (C/G, E, H);	Declaratory Act CCRS: 1 B 3, C 1,2, 3, D1, E4, IV A 4	2
(G)	describe the roles of the Sons of Liberty, Daughters of Liberty, and the Committees of Correspondence in organizing colonial resistance to British policies (C/G, E, H);	CCRS: IV A 2,3,4 B 2	2
(H)	compare British and colonial perspectives on the Boston Massacre (C/G, H);	Crispus Attucks, Quartering Act, Paul Revere CCRS: II B 3-6, IV A 4-6	2
(I)	explain the relationship between the Tea Act, the Boston Tea Party, the Intolerable Acts, and the First Continental Congress (C/G, E, H); and	TEKS GUIDE: Cause and effect relationship between the Tea Act, the Boston Tea Party, the Intolerable Acts, and the First Continental Congress CCRS: IA 1,2, B3, C,1,2,3, IV A 4-6	3
(J)	explain the significance of the Battles of Lexington and Concord and the Battle of Bunker Hill during the early stages of the American Revolution (C/G, G, H).	Defining parts of the American Revolution; clarifying the list in (4)(C); SB3. Merged the following standards into one student expectation: (4)(C), (20)(A), (21)(A), (29)(B). Divided the American Revolution into beginning, middle, and end to better tell the story of the revolution. CCRS: I A 1,2, B 3, III A 1-3, IV 2-5	1
(10)	American Revolution (1776-1783). The student understands significant issues, events, and individuals of the Revolutionary War. The student is expected to:	11 SEs	
(A)	identify the strategic advantages and disadvantages of the British and Continental forces (C/G, E, G, H);	CCRS: I B3, C 1,3, D1, E4	1
(B)	explain the role of the Second Continental Congress as a colonial governing body (C/G);	Olive Branch Petition, Currency, Appointments, Forming the Continental Army, created AOC, created the DOI CCRS: 1 C 1-3, E1-4	3
(C)	identify John Locke's concepts of natural rights and social contract as they are expressed in Thomas Paine's pamphlet "Common Sense" and the Declaration of Independence (C/G, H);	CCRS: 1 C 1-3, E1-4, II B 3-6, IV A 1-6	1

(D)	summarize the colonial grievances as written by Thomas Jefferson in the Declaration of Independence (C/G, H);	TEKS Guide: Full Declaration of Independence committee consisted of Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, Robert Livingston CCRS: 1 C 1-3, E1-4, II B 3-6, IV A 1-6	3
(E)	explain how the espionage of James Armistead, diplomacy of Joseph Brant, and investments of Haym Salomon impacted the American Revolution (C/G, E, H);	CCRS: I E 1,2	2
(F)	explain how Abigail Adams, Molly Brant, Deborah Sampson, and Phyllis Wheatley challenged traditional roles by advocating for women's rights, engaging in political negotiations, fighting on the battlefield, and advocating for abolition, respectively, during the American Revolution (C/G, H);	"Molly Pitchers", Polly Cooper, Mercy Otis Warren CCRS: I E 1-4	2
(G)	explain the prominent military roles of George Washington as Commander in Chief of the Continental Army, Baron Von Steuben at Valley Forge, and John Paul Jones in the Continental Navy (C/G, G, H);	G=Valley Forge CCRS: I E 1-4, C 1-3	1
(H)	evaluate the impact of the Battle of Trenton and the Battle of Saratoga as milestones during the American Revolution (C/G, G, H);	CCRS: I A 1, C 1-3	1
(I)	explain the contributions of Bernardo de Galvez, the Marquis de Lafayette, John Adams, and Benjamin Franklin in facilitating foreign alliances during the American Revolution (C/G, E, H);	TEKS Guide: Bernardo de Galvez--Texas Connection La Bahia mission provided resources for Continental soldiers. (Providing them with beef.) CCRS: 1 A 1, C 1-3, B3, E 1-4	2
(J)	evaluate the impact of geography on the outcome of the Battle of Yorktown and the prominent military role of Marquis de Lafayette in the final stages of the American Revolution (G, H); and	CCRS: 1 A 1, C 1-3, B3, E 1-4	1
(K)	explain the political and territorial outcomes of the Treaty of Paris (1783) from the perspectives of the indigenous nations, Great Britain, and the United States (C/G, G, H).	CCRS: 1 A 1, C 1-3, B3, E 1-4	3
(11)	Influence of the American Revolution 1783 to 1800s. The student understands the political and social impacts of revolutions. The student is expected to:	2 SEs	
(A)	describe how the American Revolution influenced French Revolution of 1789 (C/G, E, H); and	Connecting to 7 <sup>th</sup> grade/WH CCRS: IA1,2,5,6, B 2,3, C 1-3, IV A1-3, B1	3
(B)	analyze the influence of the American and French Revolutions on the Mexican War of Independence of 1810 and the Haitian Revolution (C/G, E, H).	Connecting to 7 <sup>th</sup> grade/WH CCRS: IA1,2,5,6, B 2,3, C 1-3, IV A1-3, B1	4

(12)	The Articles of Confederation. The student understands the purpose of the Articles of Confederation. The student is expected to:	4 SEs	
(A)	describe the role of government in society (C/G, H);	Foundational understanding as building blocks to understanding government; Connection to prior learning with topics from grades 5 and 6; 8.21, 8.29A, 8.30A CCRS: I C 1-3, III A 1-3, B1	2
(B)	explain why the Second Continental Congress chose a confederation as the structure of the first government (C/G, H);		1
(C)	explain the purpose of the Articles of Confederation as the first written constitution of the United States (C/G, H); and	To provide students with foundational knowledge for the constitution  SBOE: focus on civics and government  8.15B; 8.21, 8.29A, 8.30A CCRS: 1 C 1-3, E 1-4, F 1-2	2
(D)	identify how ideas from the Great Law of Peace of the Haudenosaunee Confederacy influenced the Articles of Confederation (C/G, H).	8.3A, 8.15A, Iroquois for diversity inclusion congressional bill of 88 Founding documents include: Albany Plan of Union Haudenosaunee Confederacy (formerly referred to Iroquois Confederacy) CCRS: 1 C 1-3, E 1-4, F 1,2, III A 1-3, B1	3

Grade 7			
TEKS with edits		Work Group Comments/Rationale	Time to Teach
(a)	Introduction.		
(4)	In Grade 7, students study the history of the United States and Texas from the creation and ratification of the Constitution (1783) through Reconstruction (1870s). The dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods. Historical content includes the establishment of the U.S. Constitution and American identity, challenges of a new country, westward expansion, the Texas Revolution, establishment of the Republic of Texas and subsequent annexation to the United States, industrialization and reform, sectionalism, Civil War, and Reconstruction. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.		176 days 132 hours 7,920 minutes
(b)	Knowledge and skills.		
(1)	Challenges of a New Country (1783-1817). The student understands significant political, economic, and social issues during the formation of the United States. The student is expected to:	CCRS I.B.2	
(A)	describe the role of government in society (C/G, H);	Foundational understanding as building blocks to understanding government; Connection to prior learning with topics from grades 5 and 6; 8.21, 8.29A, 8.30A CCRS I.E.3	2 days
(B)	evaluate the effectiveness of the Articles of Confederation as the first constitution of the United States (C/G, E, G, H); and	TEKS guide: Land ordinances within strengths of AOC  8.15B; 8.21, 8.29A, 8.30A CCRS IV.A.3, IV.A.4	2 days
(C)	evaluate how Shays' Rebellion revealed the weaknesses of the Articles of Confederation and led to the call for a stronger central government (C/G, E, H).	8.15B; 8.21, 8.29A, 8.30A CCRS I.3.B, IV.D.1	2 days



(2)	Challenges of a New Country (1783-1817). The student understands the ideas that influenced the drafting and ratifying of the United States Constitution. The student is expected to:	CCRS I.B.2	
(A)	explain how John Locke’s ideas on natural rights, Baron de Montesquieu’s ideas on separation of powers, and the Haudenosaunee Confederacy’s practice of federalism influenced the writing of the U.S. Constitution (C/G, H);	Spirals from Grade 6  Haudenosaunee Confederacy (formerly referred to Iroquois Confederacy) for diversity inclusion congressional bill of 88 CCRS II.B.4	3 days
(B)	identify how ideas from the Magna Carta, and English Bill of Rights influenced the founding documents of the United States (C/G, H);	8.3A, 8.15A, Founding documents include: Declaration of Independence U.S. Constitution CCRS 1V.A.2	2 days
(C)	describe how debates over states’ rights, congressional representation, interstate commerce, and slavery resulted in compromises during the Constitutional Convention of 1787 (C/G, G, E, H);	8.4D, 8.15C Making connections in the congressional issues and attempting to resolve them during the Constitutional Convention; added interstate commerce to embed the economic strand TEKS Guide Recommendation: New Jersey Plan, Virginia Plan, Great Compromise, Three Fifths Compromise, Supremacy Clause, and Article 1, Section 9-end of the international slave trade. CCRS I.C.2, I.E.4	4 days

(D)	compare the arguments between Federalists and Anti-Federalists over the principles of limited government, popular sovereignty, republicanism, checks and balances, separation of powers, federalism and individual rights (C/G, H); and	8.17A, SB3 Refocus from individuals to competing political ideologies 21A Reiterating the verbiage of ratification and debates and introduce concepts related to principles of the Constitution Embedding process skill 29D Not limiting individuals as Federalists or Anti- Federalists; but rather addressing their greater role in other contexts. TEKS Guides recommendation: Alexander Hamilton, Patrick Henry, James Madison, George Mason CCRS I.C.2, I.E.4	4 days
(E)	describe how Alexander Hamilton and James Madison demonstrated civic engagement through the writing of the Federalist Papers (C/G, H).	8.17A, 8.20, SB3 CCRS I.C.3	1 day
(3)	Challenges of a New Country (1783-1817). The student understands the purpose and functions of the United States Constitution and the impact on the American society. The student is expected to:	KS 16 Purpose and function are mentioned in SB 3. CCRS I.C.2	
(A)	interpret the preamble of the United States Constitution and how it defines the purpose of government and popular sovereignty (C/G);	8.19A, 8.15C/D, 5.14B, SB3 Work group is breaking apart and simplifying the constitutional principles within the historical context. This SE is isolating the preamble per TEC 28.002(h-1). CCRS IV.A.1, IV.A.5	2 days
(B)	describe how the federal system of government is limited by the sharing of powers between federal and state governments (C/G);	8.15D, 5.15C Work group is breaking apart and simplifying the constitutional principles within the historical context. CCRS I.C.1	2 days
(C)	explain how the United States Constitution establishes three branches of government and a system of checks and balances (C/G);	5.15A/B, 8.15D Work group is breaking apart and simplifying the constitutional principles within the historical context. CCRS I.C.1	2 days

(D)	explain the formal process to amend the United States Constitution (C/G);	8.16A Work Group added language for the formal process for amending the US Constitution CCRS I.B.3, I.C.1	1 day
(E)	explain how colonial grievances listed in the Declaration of Independence were addressed in the U.S. Constitution and the Bill of Rights (C/G);	8.15C, 5.14A TEKS Guide recommendation: The Bill of Rights included as a part of U.S. Constitution; therefore, the Bill of Rights should be addressed. CCRS I.B.3	2 days
(F)	summarize rights guaranteed in the Bill of Rights (C/G);	8.15C, 8.16A, 8.17A, 8.19B 5.15C, 5.19 CCRS IV.A.1	2 days
(G)	analyze the freedoms guaranteed by the First Amendment, including freedom of speech, religion, press, and assembly and the right to petition (C/G); and	Combining SEs 8.21B, 8.25A, 8.25C CCRS IV.A.1	2 days
(H)	determine the extent to which the principles of individual rights and popular sovereignty were denied to free and enslaved Africans, indigenous peoples, immigrants, and all women living in the United States (C/G, H).	8.19A, 8.15D, 8.23C, 8.29D, 5.21B, 5.23D/E Direct connection to amendments; the slavery issue intentionally left out of the Constitution conversation CCRS I.E.4, I.F.2, IV.A.3, IV.D.1	4 days
(4)	Challenges of a New Country (1783-1817). The student understands the foreign and domestic challenges during George Washington's presidency. The student is expected to:	CCRS I.B.2	
(A)	identify how George Washington set precedents for operating the executive branch, including establishing the first cabinet and forming a standing army (C/G, H);	8.5A, 5.18A/B, provided clarity; filling historical gap; and provide context. TEKS guide recommendation: include specific executive actions: chief diplomat, appointing judges, head of state, commander in chief of the military, "Mr. President", 2-termed president CCRS I.B.3	1 day

(B)	describe Alexander Hamilton's financial plan for creating a stable economic system (C/G, E, H);	8.5A isolating "creating a stable economic system" CCRS I.B.3	2 days
(C)	analyze the Whiskey Rebellion as resistance to the excise tax in Alexander Hamilton's financial plan (C/G, E, H);	8.5A and 8.5B Work group would like to show cause and effect in this SE. CCRS I.B.3	1 day
(D)	compare how the federal government responded to the challenges posed by Shays' Rebellion and the Whiskey Rebellion (C/G, H);	Provides context for application of constitutional powers; fills in historical gaps, illustrates role of government CCRS I.B.3	1 day
(E)	describe how the Judiciary Act of 1789 established the United States court system (C/G);	8.5A Work group would like to isolate how the court system was set up. CCRS I.C.1, I.C.2	1 day
(F)	summarize how changing French, British, and Spanish alliances during the French Revolution led to the Proclamation of Neutrality (C/G, H);	CCRS I.B.3, III.A.2	1 day
(G)	explain how Jay's Treaty, Pinckney's Treaty, and the Treaty of Greenville resolved trade or border disputes (C/G, E, G, H); and	Making the connection between the establishment of foreign policy up to the War of 1812 and defines neutrality. *introduction of indigenous treaties TEKS guide recommendation: include Jay's Treaty, and Pinckney's Treaty, Treaty of Greenville, Proclamation of Neutrality CCRS I.B.3	2 days
(H)	identify the recommendations outlined in Washington's Farewell Address (C/G).	Embedded 8.29A and combined with 8.5A TEKS guide recommendation to include Proclamation of Neutrality CCRS IV.A.1	1 day
(5)	Challenges of a New Country (1783-1817). The student understands the foreign and domestic challenges during John Adams's and Thomas Jefferson's presidencies. The student is expected to:	CCRS I.B.2	
(A)	trace the development of American political parties (C/G, H);	8.5C, 5.18A CCRS I.B.2, I.C.3, I.E.1	3 days

(B)	explain how the Alien Act, Sedition Act, Embargo Act of 1807, and the Kentucky and Virginia Resolutions challenged the limits of federal government (C/G, E, H);	Combination of 8.5A, 8.5E, and 8.23C, Combines policies of presidents during the early republic; applies the principles in the Constitution (federalism, limited government, separation of powers). This also clarifies the role of the Executive Branch. Additionally, the First Amendment and civic engagement of citizens. Kentucky and Virginia resolutions introduced the idea of nullification. CCRS I.B.3, I.C.2	4 days
(C)	summarize the significance of judicial review as established in Marbury v. Madison (C/G);	Combines 8.18A and 8.18B to provide clarity CCRS I.B.3, I.C.2	2 days
(D)	compare the viewpoints of the Democratic-Republicans and Federalists over the issues of free enterprise, agrarian society and slavery, and the First Bank of the United States (C/G, E, G, H);	This is the beginning of sectionalism, national economic differences, and the controversy surrounding the national bank. In addition, this Se addressed the political party platforms of Democratic-Republican and Federalists. CCRS I.B.3, I.E.4	4 day
(E)	summarize how conflict between France and Great Britain during the Napoleonic Wars impacted U.S. trade relationships (C/G, E, H);	Napoleonic Wars Contextualizes Louisiana Purchase and the War of 1812 CCRS I.B.3, III.A.2	1 day
(F)	analyze how Napoleon Bonaparte’s territorial loss after the Haitian Revolution led to the Louisiana Purchase (C/G, G, H); and	Fills in historical gaps and makes connection between foreign and domestic policies CCRS I.B.3, III.A.2	2 days
(G)	explain how the Louisiana Purchase challenged the limits of executive power (C/G, E, G, H).	Makes a connection to constitutional principles with focus on the Louisiana Purchase CCRS I.C.1	1 day

(6)	Challenges of a New Country (1783-1817). The student understands the foreign and domestic challenges during James Madison's presidency. The student is expected to:	CCRS I.B.2	
(A)	explain how the impressment of sailors, political pressure from the Warhawks, expansion of the United States into sovereign indigenous territories, and threat of the British on United States sovereignty led to the War of 1812 (C/G, E, G, H);	8.5D, 8.13A Provides specific historical context for the War of 1812 TEKS guide recommendation Embargo, Non-Intercourse CCRS I.B.3	3 days
(B)	describe the roles and impacts of Tecumseh and The Prophet in uniting the indigenous peoples at the Battle of Tippecanoe prior to the War of 1812 (G, H);	8.5D, 8.13A Pivotal battle leading to the war, includes different historical perspectives CCRS I.B.3, I.E.4	1 day
(C)	analyze events of the War of 1812, including the writing of the Star-Spangled Banner, the burning of the United States capital, and the Battle of New Orleans using primary and secondary sources (C/G, E, G, H); and	8.5D, 8.13A, 8.29A Embeds processing skills; Provides specific historical context for the War of 1812 CCRS I.B.3, IV.A.1, IV.A.3	3 days
(D)	summarize the impact of the War of 1812, including increased industrialization and demand for slave labor, the rise of nationalism, the decline of the Federalist Party, and creation of the Second Bank of the United States (C/G, E, G, H).	8.5D, 8.13A, Provides specific historical and economic context for the War of 1812 CCRS I.B.3	3 days
(7)	Expansion and Division (1817–1850s) Student understands early westward expansion and its effects on political, economic, geographic, and social development of the nation. The student is expected to:	CCRS 1.B.2	
(A)	explain how the Northwest Ordinance of 1787 addressed westward migration, slavery, public education, and the addition of new states (C/G, G, H);	8.6A CCRS I.B.3	2 days
(B)	explain the border dispute between the United States and Spain in eastern Texas (G, H);	Content advisor recommendation #8 (A Curriculum for Texas) CCRS I.A.4, I.B.3	1 day
(C)	explain how the Mexican Revolution of 1810 led to the decline of Spanish colonial rule in the Americas (C/G, H);	TEKS Guide Age of revolution in the Americas CCRS I.B.3	2 days

(D)	analyze primary and secondary sources to describe how the Missouri Compromise of 1820 and the Monroe Doctrine defined U.S. foreign and domestic policy (C/G, G, H);	TEKS Guide Florida Political cartoons CCRS I.B.3, IV.A.1, IV.A.4	2 days
(E)	explain the reasons for and impact of the Mexican empresario system on Anglo immigration to Coahuila y Tejas, including the role of Stephen F. Austin (E, G, H); and	Aligns to 7.2D, 7.2E, 7.2F, 4.2E  SB3- complexity of relationship between TX & Mexico; diversity of Hispanic population in TX CCRS I.A.4, I.A.5, I.B.3	2 days
(F)	explain the relationship between the Indian Removal Act of 1830, the Trail of Tears, and Worcester v. Georgia during the presidency of Andrew Jackson (C/G, G, H).	8.5G  TEKS Guide: Worcester v. Georgia- focus on sovereignty CCRS I.A.4, I.B.3	2 days
(8)	Expansion and Division (1817-1850s) Student understands how the Texas Revolution shaped the history of Texas and the United States. The student is expected to:	7.3 Rather than a list of people and events, the standards were broken into distinct teachable SEs with important people located in the TEKS guide, unless the historical figure is central to the events. CCRS I.B.2	
(A)	explain the relationship between the Fredonian Rebellion, the Mier y Teran Report, the law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin using primary and secondary sources from different perspectives (C/G, H);	7.3A CCRS I.B.3, IV.A.1, IV.A.3. IV.A.4	4 days
(B)	explain the significance of the Battle of Gonzalez and the Runaway Scrape in the early stages of the Texas Revolution (G, H);	7.3BC, 4.3A CCRS I.B.3	4 days

(C)	compare differing perspectives on the siege and fall of the Alamo using primary and secondary sources (H);	<p>Relevant historical figures for primary and secondary sources may include:  William B. Travis  Davy Crockett  Susana Dickenson  Joe Travis (William B. Travis’s slave)  Juan Seguin  Santa Ana</p> <p>Permits analysis of historical perspectives and interpretation.  CCRS IV.A.1, IV.A.3, IV.A.4</p>	2 days
(D)	explain the motivations of the volunteers to stay and defend the Alamo against General Santa Ana and the Mexican Army, including the roles of William B. Travis and Davey Crockett (H);	<p>As compared to C, this standard is a study of the historical context.</p> <p>Additional relevant historical figure:  Juan Seguin  CCRS I.B.3</p>	1 day
(E)	explain how the drafters of the Texas Declaration of Independence and Texas Constitution of 1836 were influenced by the ideas in the U.S. Declaration of Independence and Constitution (C/G, H);	<p>Relevant historical figures:  George Childress  Lorenzo de Zavala  Jose Francisco Ruiz  Jose Antonio Navarro  Sam Houston  CCRS IV.A.1, IV.A.2</p>	2 days
(F)	compare the structure and ideas in the Texas Constitution of 1836 to the U.S. Constitution (C/G, H);	<p>Studying the original Texas Constitution provides insight into the influence of U.S. principles,  CCRS IV.A.1</p>	1 day



(G)	explain the significance of the Goliad Massacre, including the roles of James Fannin, Jose de Urrea, and Francita Alavez (H); and	Added Francita Alavez because she is the “angel of Goliad” who helped the survivors. Primary sources are written about her by the survivors.  Additional historical figure: Jose de Urrea (wrote to Santa Ana to spare the Texans but did not prevail.) CCRS I.B.3	1 day
(H)	evaluate the impact of geography on the Battle of San Jacinto, and the prominent role of Sam Houston in the final stages of the Texas Revolution (G, H).	CCRS I.A.1, I.B.3	1 day
(9)	Expansion and Division (1817-1850s). The student understands how the Republic of Texas shaped early Texas statehood. The student is expected to:	7.4 Rather than a list, important events are associated with the relevant presidency. CCRS I.B.2	
(A)	identify the challenges Sam Houston addressed as the first President of the Republic of Texas, including debt, relations with Indigenous nations, recognition of Texas as a sovereign republic, and establishing the new government (C/G, E, G, H);	Relevant historical figures and events: Jose Antonio Navarro Jack Coffee Hays and the Texas Rangers William Goyens worked for Sam Houston as an interpreter with Indigenous nations Cordova Rebellion CCRS I.B.3	3 days
(B)	identify the policies of Mirabeau Lamar as the second President of the Republic of Texas, including the attempt to expand the Republic of Texas, support of public education, expansion of the Texas Rangers and the Navy, and dissolution of relations with Indigenous nations (C/G, E, G, H);	Relevant historical figures and events: Santa Fe Expedition Council House Fight Chief Bowles Mary Maverick, the council house fight, memoirs primary sources CCRS I.B.2, I.B.3	3 days

(C)	identify the challenges Sam Houston addressed as the third President of the Republic of Texas, including increased debt resulting from Lamar’s presidency, relations with Indigenous nations and Mexico, and annexation of Texas to the United States (C/G, E, G, H);	CCRS I.B.2, I.B.3	2 days
(D)	trace the relationship between Anglo Texans and Indigenous nations culminating in the contrasting policies of Houston and Lamar during the period of the Texas Republic (C/G, E, G, H);	CCRS I.B.2	1 day
(E)	identify the role of Anson Jones as the fourth President of the Republic in overseeing the annexation of Texas by the U.S. (C/G, G, H); and	CCRS I.B.3	1 day
(F)	explain how the southern border dispute with Mexico and governmental debt in the Republic of Texas led to the annexation of Texas by the United States (C/G, E, H).	Aligns with student expectations 4.3E, 7.1A, 7.1B, 7.2F, 7.4B, CCRS I.B.3	2 days
(10)	Expansion and Division (1817-1850s). The student understands the fulfillment of continental westward expansion and its effects on political, economic, geographic, and social development of the nation. The student is expected to:	CCRS I.B.2	
(A)	explain how U.S. expansionism led to the U.S.-Mexican War, including the annexation of Texas (G, H);	Aligns with student expectations 7.4C, 8.6C, 8.10A Manifest Destiny/Polk CCRS I.B.3	2 days
(B)	evaluate how the annexation of Texas, signing of the Treaty of Guadalupe Hidalgo, acquisition of Oregon Territory, and the passage of Compromise of 1850 contributed to attaining the goals of Manifest Destiny during Polk’s presidency (C/G, G, H);	(7.4C) CCRS I.B.3	3 days
(C)	illustrate on a map the territories acquired by the United States during westward expansion, including 13 British Colonies, Treaty of Paris 1783, Louisiana Purchase, Florida, Texas Annexation, Oregon, Mexican Cession, Gadsden Purchase (C/G, G, H);	Aligns with KS 8.6 Aligns with student expectations 5.4, 7.4, 7.8C, 7.10A; Include in TEKS Guide blank reference map of land acquisition CCRS I.A.1	2 days
(D)	identify how different territories were acquired by the United States through war, treaty, purchase, and annexation (C/G, E, G, H); and	Aligns with KS 8.6 Aligns with student expectations 5.4, 7.4, 7.8C, 7.10A; CCRS I.B.3	1 day

(E)	analyze the effects of westward expansion on indigenous peoples, enslaved peoples, Tejanos, Mexicans, and Texians (C/G, G, H).	Aligns with culture strands  TEKS Guide: Tecumseh and The Prophet (Tenskwatawa) CCRS I.A.3, I.A.4, I.A.5, I.E.4, I.F.2	3 days
(11)	Industrialization and Reform (1800-1850s). The student understands the political, economic, and social changes that occurred in the US caused by industrialization and reform. The student is expected to:	CCRS I.B.2	
(A)	explain how British industrialization influenced the emergence of the U.S. factory system (E, H);	Relevant historical figures and events: Samuel Slater Lowell Mills Spinning Jenny CCRS I.B.3, III.A.2	1 day
(B)	analyze the cause-and-effect relationship between technological innovations, including the steamboat, cotton gin, telegraph, interchangeable parts, and railroads, and the economies of the North and South (E, G, H);	Aligns to 5.11B, 5.12 D, 5.22 B, 7.19, 8.27A, 8.27C CCRS I.B.3	3 days
(C)	summarize how the potato famine in Ireland, failed revolution in Germany, and war and economic strife in China led to increases in emigration (C/G, E, H);	This standard situates the world events that influenced U.S. immigration at this time. TEKS GUIDE: China—First Opium War, starvation, famine British Colonialism—Ireland and China CCRS I.A.2, I.A.4, I.B.3, III.A.2	2 days
(D)	analyze the push and pull factors that led to increased immigration to the United States and urbanization of northern cities (E, G, H);	Aligns to 8.13B, 8.23A, 8.23B; TEKS guide recommendation include definition of push/pull factors CCRS I.A.4, I.B.3	3 days
(E)	explain the central role of the expansion of chattel slavery in increased sectionalism and conflicts over popular sovereignty (C/G, G, H);	Aligns to 5.4D, 7.5A “Chattel slavery” is specific to this portion of U.S. history since it shows the evolution of slavery in the United States (e.g. slaves as property with no rights.) CCRS I.B.3, I.F.2	2 days

(F)	identify the goals of reform movements including abolition, institutional reform, public education, temperance, and women’s rights (C/G, H); and	Aligns to 8.24A/B, 8.22A, TEKS Guide recommendation: prison/mental health is institutional reform CCRS I.B.3, I.E.4, I.F.2, II.B.4	2 day
(G)	evaluate the impact of reform movements including abolition, institutional reform, public education, temperance, and women’s rights on society using primary and secondary sources (C/G, H).	Aligns to 8.24A/B, 8.29A CCRS I.B.3, I.E.4, I.F.2, II.B.4	3 days
(12)	Civil War Era (1850s-1865). The student understands individuals, issues, and events leading to the United States Civil War. The student is expected to:	Reference to Civil War Era includes sectional tensions that led to Civil War. Sectional tensions existed from the beginning of the nation. CCRS I.B.2	
(A)	summarize how the Missouri Compromise, Compromise of 1850, and Kansas-Nebraska Act expanded slavery (C/G, E, G, H);	Aligns to: 8.7CD, 8.8B, 8.21C Relevant historical figures: Henry Clay John C. Calhoun CCRS I.B.3	4 days
(B)	analyze the impact of the Fugitive Slave Act of 1850 on slavery, free Blacks, and abolitionists (C/G, H);	Aligns to 8.7C/D, 8.8B, 8.21C CCRS I.B.3, I.F.2	1 day
(C)	explain how the decision in Dred Scott v. Sandford impacted debates over the expansion of slavery, including the Lincoln-Douglas debates, and the citizenship of people of African descent (C/G, H);	Aligns 8.18C, 8.8AB TEKS: SB3 Transcript of the first Lincoln Douglas Debates CCRS I.B.3, I.F.2	2 days
(D)	describe the political and social impact of the abolition movement, Harper’s Ferry, “Uncle Tom’s Cabin,” Frederick Douglass, Sojourner Truth, and the Underground Railroad (C/G, E, H);	Aligns to 8.22B, 23A, 8.24A, 8.29E Relevant historical figures Harriet Tubman Harriet Beecher Stowe CCRS I.B.3, II.B.4	2 days
(E)	analyze Frederick Douglass’s speeches “The Meaning of July Fourth for the Negro” and “What the Black Man Wants” as examples of civic engagement and free speech (C/G, H);	SB3 CCRS I.C.3, I.E.4, IV.A.1	2 days
(F)	identify how the ideas of liberty and egalitarianism in Alexis De Tocqueville’s “Democracy in America” are reflected in the abolition movement in the United States (C/G, H); and	SB3 CCRS II.B.4	1 day

(G)	explain ways enslaved people overtly and covertly resisted the institution of slavery (C/G, E, G, H).	TEKS Guide: Nat Turner's Rebellion Running away Breaking tools Sick outs Slow working Learning to read and write Theft Getting married CCRS II.B.4, II.B.6	2 days
(13)	Civil War Era (1850s-1865). The student understands how events and issues shaped the history of Texas and the United States during the Civil War. The student is expected to:	Rather than a list of people and events, the standards were broken into distinct teachable SEs with important people located in the TEKS guide, unless the historical figure is central to the events. CCRS I.B.2	
(A)	explain how slavery was central to the decision by the Texan government to secede from the Union and join the Confederacy after the election of Abraham Lincoln (C/G, H);	TEKS Guide recommendation: to include Texas Ordinance of Secession 1861 Sam Houston was against secession. CCRS I.B.3	1 day
(B)	explain the significance of the first inaugural addresses of Presidents Abraham Lincoln and Jefferson Davis and the firing on Fort Sumter at the beginning of the Civil War (C/G, G, H);	Aligns to: 8.8C/D TEKS GUIDE: Davis uses the DOI to justify southern secession CCRS I.B.3	2 days
(C)	explain the geographic significance of the battles of Vicksburg and Galveston (G, H);	Combines lists of battles from 7.5B and 8.8C Anaconda Plan  Relevant historical figures: Ulysses S. Grant Robert E. Lee CCRS I.A.1, I.B.3,	1 day

(D)	explain how the Emancipation Proclamation, Battle of Gettysburg, and the Gettysburg Address shifted the trajectory of the Civil War (C/G, E, G, H);	Aligns to 8.8ACD Relevant historical figure: William Carney CCRS I.B.3	2 days
(E)	explain the significance of Lincoln’s second inaugural address, Robert E. Lee's surrender at Appomattox Court House, and the Battle of Palmito Ranch during the final stages of the Civil War (C/G, H); and	Relevant historical figures: Ulysses S. Grant  CCRS I.B.3	2 days
(F)	explain how the assassination of Abraham Lincoln affected the direction of Reconstruction efforts in the United States (H).	8.8B CCRS I.B.3	1 day
(14)	Reconstruction (1865-1880s). The student understands the foundations of Reconstruction. The student is expected to:	CCRS I.B.2	
(A)	explain the significance of Juneteenth (C/G, H);	4.14D CCRS I.B.3, II.A.2	1 day
(B)	explain the requirements of the Reconstruction Act of 1867 and their impact on the South (C/G, H);	8.9A/C TEKS Guide: military districts, carpetbaggers, scalawags CCRS I.B.3	2 days
(C)	describe the impact of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> amendments of the U.S. Constitution on Texas (C/G, H);	5.4E, 8.9A/C, 8.16B TEKS GUIDE: Opportunity to study the Texas Constitution of 1866 and 1876 CCRS I.B.3, I.F.2	2 days
(D)	explain the goals of the Freedmen’s Bureau and how white supremacy created obstacles (C/G, H);	7.5C, 8.9A/C, SB3 Integrate freedman to society through Education, legal services, development of hospitals, CCRS I.E.4, I.F.2, II.B.1	2 days
(E)	analyze how Black Codes, sharecropping, and convict leasing replaced the institution of slavery in the newly liberated South (C/G, H); and	TEKS Guide: Debt Peonage, the institution of slavery is not only a labor issue but a restriction of rights of African-Americans CCRS I.B.3, I.E.4, I.F.2,	4 days

(F)	explain how African Americans from the South serving in local, state, and national governments contributed to social and economic change (C/G, H).	8.9A/C TEKS Guide: Hiram Rhodes Revels was the first one to be appointed by the state legislature, not elected by the people. (The direct election of senators began with the 17 <sup>th</sup> Amendment.) Thriving African American communities, changes in law from the south CCRS I.B.3	2 days
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Grade 8			
TEKS with edits		Work Group Comments/Rationale	Time to Teach
(a)	Introduction.		
(4)	In Grade 8, students study the history of the United States and Texas, including world events from the Rise of the Industrial United States (1876) into the Civil Rights era (early 1970s). The dates for each era are not intended to be limiting or restrictive. Instead, the purpose of grouping the standards into chronological eras is for students to be able to make connections within and outside of specific periods. Historical content includes the Rise of the Industrial United States; World War I and the Roaring 20s; The Great Depression and World War II; and Cold War and the Civil Rights. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.	Students will build on knowledge and skills gained in previous grade levels to deepen the ability to make informed decisions and engage in historical reasoning to survey the story of our nation and state in relation to world events.	145 days 109.13 hours 6,547 minutes
(b)	Knowledge and skills.		
(1)	Rise of the Industrial United States (1876-1920s). The student understands how the events at the end of Reconstruction impacted the United States. The student is expected to:	CCRS: 1.B.2	6 days total
(A)	compare the Reconstruction policies of Andrew Johnson and the Radical Republicans (C/G, H);	TEKS GUIDE: Johnson’s Impeachment	1 day
(B)	explain how the global Long Depression and the birth of the KKK led to the Compromise of 1876 and the end of southern reconstruction (C/G, H); and	TEKS GUIDE: Long Depression— Major global depression (originally called the Great Depression)	2 days
(C)	analyze how the landmark Supreme Court decision in Plessy v. Ferguson contributed to the expansion of Jim Crow Laws, the rise of the Ku Klux Klan, the legalization of segregation, and the formation of the NAACP (C/G, H).	This is a landmark case that instilled the idea of “separate but equal” and legally support segregation in the south. CCRS: II.A.2	3 days



(2)	Rise of the Industrial United States (1876-1920s). The student understands the causes and effects of the closing of the frontier. The student is expected to:	CCRS: 1.B.2	6 days total
(A)	explain the impact of the transcontinental railroad routes on indigenous people, the cattle industry, settlement of the west, and transportation of goods and people in the United States and Texas (E, G, H);	TEKS Guide: The cattle industry is one of the biggest industries in Texas and the use of railroads led to more efficient cattle drives. This led to the development of major Texas cities. This connected the east coast to the west coast, effectively closing the frontier. At this time, Texas had the most miles of railroads. Charles Goodnight, Richard King, Lizzie Johnson, James Hogg  CCRS: 1.A.2	2 days
(B)	describe how the Morrill-Land Grant Act contributed to the development of agriculture in Texas and the United States (C/G, E, H); and	This act provided the funding to create agricultural colleges across the United States, such as Texas A&M University.	1 day
(C)	describe how westward expansion and nativism led to the American assimilation and relocation efforts of the Homestead Act, Dawes Act, American Indian Board Schools, and Red River War (C/G, G, H).	This SE connects to 7 <sup>th</sup> grade content. TEKS Guide: Boys were prepared for manual labor and the girls were prepared for domestic work Quanah Parker and Buffalo Soldiers Both the Homestead Act and the Dawes act contributed to the assimilation and ongoing tensions between American settlers and the indigenous peoples. CCRS: 1.A.2, II.A.2	3 days

(3)	Rise of the Industrial United States (1876-1920s). The student understands the political, social, geographic, and economic impact of rapid industrialization on the United States and Texas. The student is expected to:	CCRS: 1.B.2	12 days
(A)	analyze using maps the relationship between industrialization and urbanization on the settlement patterns of the United States and Texas (G, H);	Looking more in-depth at the polarization of major cities such as New York and Lowell, and rural areas such as West Texas.  This will include Spindletop and the Texas oil boom.  Suggest using maps to compare Texas and major cities before and after industrialization  CCRS: 1.A.1, 1.A.2, 1.A.4	2 days
(B)	analyze the impact of industrialization on immigrants, women, and children (E, H);	CCRS: 1.A.4, II.A.2	2 days
(D)	explain the cause-and-effect relationship between increased Chinese immigration, the Chinese Exclusion Act, and the Supreme Court decision in United States v. Wong Kim Ark (C/G, H);	TEKS Guide Increased Chinese immigration increased the competition for jobs.	1 day
(E)	describe how the factory system and working conditions were affected by the invention of the lightbulb, the Bessemer Steel Process, and introduction of the assembly line (E, H);		2 days
(F)	explain how the working conditions of laborers led to the formation of labor unions (C/G, H);	Examples: Haymarket, Pullman Strike, child labor laws, Great Railroad Strike, Homestead Strike, Triangle Shirtwaist Fire	1 day
(G)	explain how the free enterprise system allowed John D. Rockefeller, JP Morgan, Andrew Carnegie, and Cornelius Vanderbilt to become the first titans of industry (E, H); and	This SE was written in response to the high school request, which focused on the concept of big business and asked middle school to cover specific people.  CCRS: 1.B.3	3 days
(H)	explain the significance of Spindletop in the Texas oil industry (E, H).	Spindletop, Kilgore Tx, Pattillo Higgins CCRS: 1.A.6	1 day

(4)	Rise of the Industrial United States (1876-1920s). The student understands the social and political impact of the progressive reforms on the United States and Texas. The student is expected to:	CCRS: 1.B.2	9 days
(A)	identify how income inequality, lack of congressional representation, the Temperance Movement, and the women's suffrage movement influenced the passage of the 16 <sup>th</sup> , 17 <sup>th</sup> , 18 <sup>th</sup> , and 19 <sup>th</sup> amendments respectively (C/G, E, H);	TEKS Guide: Jane McCallum CCRS: 1.B.3, 1.C.3, 1.E.1, 1.E.4, 1.F.2	2 days
(B)	describe the social and economic effects of the 18 <sup>th</sup> amendment, including its eventual repeal with 21 <sup>st</sup> amendment (C/G, E, H);	Prohibition, speakeasies, rise in organized crime, bootlegging, moonshine, etc. CCRS: 1.B.3	1 day
(C)	identify how Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W.E.B. DuBois contributed to progressive reforms (C/G, H);	<i>The Jungle</i> by Upton Sinclair led to the Meat Inspection Act, Pure Food and Drug Act, FDA. Susan B. Anthony worked with the women's suffrage movement and led to the 19 <sup>th</sup> amendment. Jane Addams's settlement houses led to the assimilation of immigrants. Ida B. Wells and W.E.B. DuBois led to the creation NAACP. Muckraker Adina de Zavala and Clara Driscoll CCRS: 1.B.3, 1.E.4, 1.F.2, II.A.2	2 days
(D)	identify how the Grange, the Southern Farmers Alliance, the Greenbacks, and Emma Tenayuca and Pecan Shellers Strike affected agrarianism in Texas (C/G, E, H); and	Emma Tenayuca CCRS: 1.B.3, 1.E.1, 1.E.4, 1.F.2, II.A.2	3 days
(E)	explain the reasoning for the establishment of The National Park Service (C/G, G, H).	TEKS Guide: Yellowstone National Park, Yosemite, Acadia, Grand Canyon  Rational: Conservation was part of the work of progressives  CCRS: 1.A.1	.5 day

(5)	World War I and the Roaring 20s (1910s-1920s). The student understands the emergence of the United States as a world power politically and economically. The student is expected to:	CCRS: 1.B.2	4 days
(A)	explain how the Spanish-American War led to the United States becoming a world power (C/G, G, H);	Geographical effects of the Spanish-American War	1.5 day
(B)	evaluate the geographic significance of the United States occupations and annexation of Hawaii (C/G, E, G, H);	CCRS: 1.A.1	1 day
(C)	locate Puerto Rico, Guam, the Philippine Islands, and Cuba on a map, and describe their significance as territories relinquished by Spain as a result of the Spanish-American War (C/G, E, G, H); and	Political effects of the Spanish-American War CCRS: 1.A.1	.5 day
(D)	explain how people in territories relinquished by Spain reacted to U.S. imperialism and the Big Stick Policy (C/G, G, H).	TEKS Guide: Reactions of groups varied based on economic and political resources. Filipino-American War CCRS: II.A.2	1 day
(6)	World War I and the Roaring 20s (1910s-1920s). The student understands events, issues, and impact of World War I. The student is expected to:	CCRS: 1.B.2	10 days
(A)	explain how militarism, alliances, imperialism, and nationalism led to World War I (C/G, H);	TEKS Guide: Causes: Militarism, alliances, imperialism, nationalism, assassination of Archduke Fran Ferdinand	2 days
(B)	explain how Germany's unrestricted submarine warfare and the Zimmerman Telegram led to the U.S.'s entry into the war (C/G, H);	TEKS Guide: U.S. Entry: Germany's unrestricted submarine warfare (sinking of the Lusitania, Sussex Pledge), Zimmerman Telegram	1 day
(C)	analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare on World War I (H);	TEKS Guide: Machine guns and trench warfare led to stalemate while tanks and airplanes broke the stalemate. Mustard, tear, and chlorine gas led to soldiers having to carry gasmasks with them everywhere	2 days
(D)	explain the cause-and-effect relationship between the Selective Service Act, the Espionage Act, and Schenck v. U.S. (C/G, H);		2 days

(E)	describe the events that led to the Houston Riot of 1917 (C/G, H);	Houston Riot of 1917	1 day
(F)	summarize the debates around Woodrow Wilson's Fourteen Points and the signing of the Treaty of Versailles (C/G, H); and	League of Nations, Henry Cabot Lodge CCRS: 1.B.3	1.5 day
(G)	explain how territorial changes in Europe after World War I led to nationalism in Germany, Italy, and Russia (C/G, E, H).	Forecasts World War II Rise in nihilism, Russian Revolution (Bo  CCRS: 1.A.1	1 day
(7)	World War I and the Roaring 20s (1910s-1920s). The student understands the changes in U.S. society following World War I. The student is expected to:	literature, art, immigration, women, consumerism, religion, science, politics CCRS: 1.B.2	14 days
(A)	explain how immigration quotas, nativism, and the first Red Scare affected civil liberties (C/G, E, H);	TEKS Guide: Russian Revolution, wave of communist revolutions, Sacco and Vanzetti, Palmer Raids, violations of the first amendment, <i>Schenck v. U.S.</i> (spiral), Chinese Exclusion Act CCRS: II.A.2	3 days
(B)	analyze the Immigration Act of 1924 and anti-Semitic and anti-Catholic sentiment as responses to increased immigrant population in the United States (C/G, H);	CCRS: II.A.2	1 day
(C)	explain the clash of the Mexican Americans and immigrants with the Texas Rangers during the Mexican Revolution (H);	Rationale: During this period of time, the Texas Rangers were used as an instrument of oppression CCRS: II.A.2	1 day
(D)	explain the increase in racial violence in Texas and the U.S., including the resurgence of the Ku Klux Klan, and its effect on the Great Migration (G, H);	TEKS Guide: Longview Race Riot and Waco lynching CCRS: 1.A.3, 1.A.4, II.A.2	2 days
(E)	analyze how cultural expressions in the bodies of work of Aaron Douglas, Langston Hughes, and Zora Neale Hurston reflected the evolution of African American identity during the Harlem Renaissance (G, H);	TEKS Guide: link the works of these people CCRS: II.A.2	3 days
(F)	identify how creative and intellectual accomplishments of the Harlem Renaissance contributed to political activism and set the foundation for the Civil Rights Movement (G, H);	TEKS Guide: Langston Hughes, Louis Armstrong, Zora Neale Hurston, Josephine Baker, Duke Ellington CCRS: 1.B.3	1 day

(G)	analyze how women in the 1920s challenged traditional attitudes, gender roles, and social norms (H);	TEKS Guide: Flappers, Bessie Coleman CCRS: 1.B.3, II.A.2	2 days
(H)	explain how mass production led to the accessibility of consumer products, and analyze the impact of automobile on U.S. society (E, H); and	TEKS Guide: Henry Ford used the assembly line to jumpstart automobile manufacturing. Radios Refrigerators CCRS: 1.B.3	1 day
(I)	explain how the boom of consumerism and the availability of credit led to an unstable economy (E, H).	TEKS Guide: With new jobs in the factories, the concept of “free time” was created, leading to the creation of the modern entertainment industry CCRS: 1.B.3	1 day
(8)	The Great Depression and World War II (1929 – 1950s). The student understands the causes and effects of the Great Depression. The student is expected to:	CCRS: 1.B.2	11 days
(A)	explain how speculation and the overproduction of goods led to the Black Tuesday stock market crash and bank failures (E, H);	TEKS Guide: define “speculation”	2 days
(B)	evaluate how Black Tuesday and bank failures led to the Great Depression (E, H);		2 days
(C)	analyze how extended drought, farming practices, and the forced assimilation of indigenous people led to the Dust Bowl (E, G, H);		3 days
(D)	explain how the Dust Bowl affected settlement patterns (E, G, H);	TEKS Guide: Moving west, “Grapes of Wrath” CCRS: 1.A.2, 1.F.1, IV.A.1, IV.A.4, IV.B.4	2 days
(E)	explain socio-economic responses to increased poverty levels, unemployment, foreclosures, and homelessness (E, G, H); and	TEKS Guide: Hooverilles, unions, political instability and soup kitchens CCRS: 1.B.3	1 day
(F)	explain how competition for jobs during the Great Depression resulted in deportations and the Mexican Repatriation program (E, H).		1 day

(9)	The Great Depression and World War II (1929-1950s). The student understands how the New Deal responded to issues created by the Great Depression. The student is expected to:	CCRS: 1.B.2	11 days
(A)	explain how Franklin Delano Roosevelt's New Deal expanded the role of government in economic lives of the public (C/G, E, H);	TEKS Guide: government provides relief to unemployment, public assistance, and economic stability, pack the courts, fireside chats, John Nance Gardener, and Sam Rayburn CCRS: 1.B.3, 1.C.2	2 days
(B)	explain how the Civilian Conservation Corps and the Works Progress Administration addressed unemployment caused by the Great Depression (C/G, E, H);	CCC has Texas connection	1 day
(C)	explain how the Federal Deposit Insurance Corporation and the Securities and Exchange Commission addressed the bank failures and stock market volatility that occurred during the Great Depression (C/G, E, H);		3 days
(D)	explain how the Social Security Act provided relief to vulnerable populations (C/G, E, H);		1 day
(E)	evaluate how the Indian Reorganization Act of 1934 addressed poverty for indigenous communities (C/G, E, H); and		1 day
(F)	evaluate the federal government's efforts to regulate the agrarian economy during the Great Depression (C/G, E, H).	TEKS Guide: Agricultural Adjustment Acts, U.S. v. Butler, states' rights	2 days
(10)	The Great Depression and World War II (1929-1950s). The student understands the causes, events, and effects of World War II. The student is expected to:	CCRS: 1.B.2	26 days
(A)	trace how the failure of the League of Nations, worldwide economic depression, rise in authoritarian governments in Europe, increased European nationalism, and the German invasion of Poland led to WWII (C/G, E, H);		3 days
(B)	identify reasons for Japanese imperialism and the U.S. economic response to imperialism (E, H);	TEKS Guide: U.S. froze Japanese assets in the U.S., and U.S. embargo on Japan	1 day
(C)	analyze how the attack on Pearl Harbor led to the U.S. entry into World War II and the internment of Japanese-Americans (C/G, H);	TEKS Guide: Dorris Miller – Pearl Harbor hero	2 days
(D)	explain how the use of internment camps for Japanese-Americans led to the landmark Supreme Court decision in Korematsu v. United States (C/G, H);	CCRS: 1.F.2, II.A.2	1 day

(E)	illustrate on a map the locations of German, Japanese, and Italian internment camps and Prisoner of War (POW) camps in Texas (C/G, G, H);	Camp Fannin Crystal City Fort Bliss. . . German, Japanese, and Italian  CCRS: 1.A.1, 1.F.2, II.A.2	1 day
(F)	describe the contributions of the Tuskegee Airmen, Navajo Code Talkers, 442nd Regiment, National Guard Unit 200, and Women’s Army Auxiliary Corps in the events of World War II (H);	TEKS Guide: Audie Murphy, Cleto Rodriguez, Oveta Culp Hobby WASP training center in Texas	2 days
(G)	describe how war bonds, the increase in women in the workforce, rationing, and Victory Gardens were influenced by mass media on the Homefront (C/G, E, H);		3 days
(H)	explain the importance of the Battle of Midway and the Invasion of Normandy in World War II (C/G, G, H);	These were two major turning points in the war	2 days
(I)	describe the Holocaust and the genocide of various groups in Europe (H);	CCRS: 1.F.2	3 days
(J)	trace the changes in U.S. government and the public’s response to increased persecution of Jews in Europe over the course of the war using primary and secondary sources (C/G, H);	CCRS: 1.F.1, IV.A.1, IV.A.4	2 days
(K)	explain the significance of the Manhattan Project and the bombing of Hiroshima and Nagasaki in ending World War II and starting the Cold War (C/G, H);		2 days
(L)	illustrate on a map the territorial changes in Europe as a result from World War II (C/G, E, H); and	CCRS: 1.A.1	1 day
(M)	analyze the domestic effects of World War II, including diversification of the workforce, denial of civil rights among returning servicemen, the reintegration of interned groups, the passage of the Servicemen’s Readjustment Act (G.I. Bill), and the emergence of the baby and housing boom (C/G, E, H).	TEKS Guide: diversified workforce – women, African Americans, Mexican Americans, immigrants, suburbs CCRS: II.A.2	3 days
(11)	Cold War and the Civil Rights (1950s–1975). The student understands the causes, events, and effects of the Cold War. The student is expected to:	CCRS: 1.B.2	10 days
(A)	compare the political and economic ideologies of U.S. to the Soviet Union using primary and secondary sources (C/G, E, H);	TEKS Guide: Truman’s Inaugural Address of 1949, democracy vs. communism  CCRS: 1.C.1, 1.D.1, 1.F.1, IV.A.1, IV.A.4	2 days



(B)	explain Texas’s contribution to the space race and the creation of the Houston Space Center (E, H);	TEKS Guide: JFK’s speech at Rice over the Space Race	1 day
(C)	explain how tensions between the United States and the Soviet Union resulted in the arms race and the space race (C/G, E, H);	TEKS Guide: including the Houston Space Center, DFW made military aircraft  CCRS: IV.C.1	2 days
(D)	summarize the U.S. government’s policy of containment in relation to the Korean and Vietnam Wars (C/G, H); and	TEKS Guide: The United States has not declared war since WWII, domino theory	3 days
(E)	analyze how McCarthyism led to the Second Red Scare and challenged individual rights (C/G, H).		2 days
(12)	Cold War and the Civil Rights (1950s–1975). The student understands the Civil Rights Movement. The student is expected to:	CCRS: 1.B.2	15 days
(A)	explain how the landmark Supreme Court decisions in Hernandez v. Texas, Sweatt v. Painter, Brown v. Board of Education of Topeka, and Miranda v. Arizona challenged social norms and expanded individual rights (C/G, H);	TEKS Guide: Thurgood Marshall CCRS: 1.F.2	3 days
(B)	describe how sit-ins boycotts and marches during the 1960s demonstrate an engaged citizenry both locally in Texas and at the national level (C/G, H);	TKES Guide: Marshall, Texas  SB3 engaged citizenry	1 day
(C)	read Martin Luther King’s “Letter from a Birmingham Jail” and his “I Have A Dream” speech and analyze ideas found in each (C/G, H);	TEKS Guide: Use the documents. Actions (Letter) and goals (Dream)  CCRS: 1.B.3, 1.E.4, 1.F.1, 1.F.2, IV.A.1, IV.A.4, IV.C.1	3 days
(D)	explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 (C/G, H);	TEKS Guide: These were signed by Texan, Lyndon B. Johnson These names are listed chronologically by contribution Lulu Belle Madison White SB 3 CCRS: 1.B.3, 1.C.3, 1.F.2	1 day
(E)	compare the contributions of Thurgood Marshall, Rosa Parks, Martin Luther King, Malcolm X, and the Black Panthers during the Civil Rights Movement (C/G, H);	CCRS: 1.E.1, 1.E.4, 1.F.2, II.A.2	3 days

(F)	describe the roles of Cesar Chavez, Hector P. Garcia, and Dolores Huerta in securing civil rights for Mexican Americans (C/G, H);	TEKS Guide: better pay, better working conditions, and voting rights for migrant workers, United Farm Workers, League of United Latin American Citizens (LULAC) (SB3)  CCRS: 1.E.1, 1.E.4, 1.F.2, II.A.2	2 days
(G)	compare the goals of the American Indian, Chicano, Civil Rights, Pride, and Women’s liberation movements of the 1960s and 1970s, and explain how individuals identified with and participated in multiple movements (C/G, H); and	TEKS Guide: Intersectionality means they are happening currently, and that participants support multiple movements.  Ex: Angela Davis  Land rights End discrimination attempts to pass the Equal Rights Amendment (ERA) Title IX CCRS: 1.B.3, 1.E.1, 1.E.4, 1.F.2, II.A.2	2 days
(H)	explain the purpose of Section 504 of the American Rehabilitation Act (C/G, H).	CCRS: 1.B.3, 1.F.2, II.A.2	.5 day
(13)	Cold War and the Civil Rights (1950s-1975). The student understands domestic and foreign issues of the 1960s and 1970s. The student is expected to:	CCRS: 1.B.2	11 days
(A)	evaluate John F. Kennedy’s leadership during the Cuban Missile Crisis and the space race (C/G, H);		2 days
(B)	identify the goals of Lyndon B. Johnson’s Great Society (C/G, H);	CCRS: 1.B.3	1 day
(C)	describe the responses to the Vietnam War, including the role of the media, the anti-war movement, and the development of counterculture (C/G, H);	Woodstock, Berkley  CCRS: 1.E.4	4 days
(D)	identify the significance of Vietnamization and Fall of Saigon on U.S foreign policy (C/G, H);		2 days

(E)	describe the impact of the oil and petrochemical industries on Texas (E, H);	TEKS Guide: While Texas did produce a significant amount of oil, the U.S. will need to purchase more from the middle east to meet demands. Howard Hughes CCRS: III.A.2	1 day
(F)	evaluate how the depletion of a domestic oil supply after WWII impacted the United States. (E, G, H).	TEKS Guide: Dependence on foreign oil Shortages Oil Embargo OPEC  CCRS: III.A.2, III.A.3	1 day

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