



## **ACLU Concerns Regarding the Texas State Board of Education’s Social Studies Curriculum Proposal (Organized by ACLU Issue Area)**

### Key for Citations:

- §113.11 – Social Studies, Kindergarten
- §113.12 – Social Studies, Grade 1
- §113.13 – Social Studies, Grade 2
- §113.14 – Social Studies, Grade 3
- §113.15 – Social Studies, Grade 1
- §113.16 – Social Studies, Grade 5
- §113.18 – Social Studies, Grade 6
- §113.19 – Social Studies, Grade 7
- §113.20 – Social Studies, Grade 8
- §113.41 – United States History Studies Since 1877
- §113.42 – World History Studies
- §113.43 – World Geography Studies
- §113.44 – United States Government
- §113.45 – Psychology
- §113.46 – Sociology
- §113.47 – Special Topics In Social Studies
- §113.48 – Social Studies Research Methods

### First Amendment (excluding religion & belief issues)

- “Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.” §§113.13(a)(4); 113.14(a)(4); 113.15(a)(4); 113.16(a)(4); 113.18(a)(4); 113.19(a)(4); 113.20(a)(4); 113.41(b)(4) ; 113.42(b)(6); 113.43(b)(4); 113.44(b)(4)
- “Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society ... .” §§113.11(a)(4); 113.12(a)(4); 113.13(a)(5); 113.14(a)(5); 113.15(a)(5); 113.16(a)(5); 113.18(a)(5); 113.19(a)(5); 113.20(a)(5); 113.41(b)(5); 113.42(b)(7); 113.43(b)(5); 113.44(b)(5)

- “The student understands how historical figures, patriots, and good citizens helped to shape the community, state, and nation. The student is expected to: (A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, John Smith, and José Antonio Navarro, who helped to shape the state and nation; and (B) identify contributions of patriots and good citizens who have shaped the community.” **§113.11(b)(2)(A)**
- “The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: (A) identify characteristics of good citizenship, including truthfulness, equality, respect for others and oneself, responsibility in daily life, and participation in government by educating oneself about the issues, holding public officials to their word, and voting ... .” **§113.13(b)(13)**
- “The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States.” **§113.15(b)(3)**
- “The student understands how people adapt to and modify their environment. The student is expected to: ... (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present, such as economic development and the impact on habitats and wildlife as well as air and water quality; and (D) describe the positive impact of private, voluntary conservation efforts and wildlife management practices in preserving natural environments and protecting native species.” **§113.15(b)(9)**
- “The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to: ... (C) give examples of the benefits of the free enterprise system such as choice and opportunity.” **§113.15(b)(11)**
- “The student understands the various ways in which people organize economic systems. The student is expected to: ... (B) identify and differentiate among free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; (C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and (D) understand the poor record of collectivist, non-free market economic systems to deliver improved economic development over numerous contemporary and historical societies.” **§113.18(b)(9)**
- “The student understands the concepts of limited and unlimited governments. The student is expected to: (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); (B) compare the characteristics of limited and unlimited governments; (C) identify reasons for limiting the power of government; and (D) review the record of human rights abuses of unlimited governments such as the oppression of Christians in Sudan.” **§113.18(b)(11)**
- “The student understands the importance of effective leadership in a constitutional republic. The student is expected to: ... (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.” **§113.20(b)(22)**
- “The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to: ... (D) explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968-

1969 (Martin Luther King Jr. assassination and U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president).” **§113.41(c)(2)**

- “The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: (A) describe U.S. responses to Soviet aggression after World War II ... ; (B) describe how McCarthyism, the House Un-American Activities Committee (HUAC), the arms race, and the space race increased Cold War tensions and how the later release of the Venona Papers confirmed suspicions of communist infiltration in U.S. government; (C) explain reasons and outcomes for U.S. involvement in the Korean Conflict and its relationship to the containment policy; (D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam Conflict; (E) analyze the major issues and events of the Vietnam ... and (F) describe the responses to the Vietnam Conflict such as the draft, the 26th Amendment, the role of the media, the credibility gap, the Silent Majority, and the anti-war movement.” **§113.41(c)(8)**
- “The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to: (A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente; (B) describe Ronald Reagan's leadership in domestic and international policies, including Reaganomics and Peace Through Strength; ... (D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; (E) describe the causes and key organizations and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association ... .” **§113.41(c)(10)**
- “The student understands significant economic developments between World War I and World War II. The student is expected to: (A) analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies; (B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the flawed monetary policy of the Federal Reserve System; ... (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression ... .” **§113.41(c)(16)**
- “The student understands the economic effects of World War II and the Cold War. The student is expected to: ... (D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).” **§113.41(c)(17)**
- “The student understands changes over time in the role of government. The student is expected to: ... (C) describe the effects of political scandals, including Teapot Dome, Watergate, and Bill Clinton's impeachment, on the views of U.S. citizens concerning trust in the federal government and its leaders; ... and (E) evaluate the pros and cons of U.S. participation in international organizations and treaties.” **§113.41(c)(19)**

- “The student understands the impact of constitutional issues on American society. The student is expected to: ... (C) evaluate constitutional change in terms of strict construction versus judicial interpretation.” **§113.41(c)(21)**
- “The student understands the concept of American exceptionalism. The student is expected to: (A) describe how American values are different and unique from those of other nations; (B) describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self-evident truths; and (C) discuss Alexis de Tocqueville's five values crucial to America's success as a constitutional republic: liberty, egalitarianism, individualism, populism, and laissez-faire.” **§113.41(c)(22)**
- “The student understands the relationship between the arts and the times during which they were created. The student is expected to: ... (B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society ... .” **§113.41(c)(25)**
- “The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: ... (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race ... and (F) explain how Arab rejection of the State of Israel has led to ongoing conflict.” **§113.42(c)(13)**
- “The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and (B) explain the U.S. response to terrorism from September 11, 2001, to the present.” **§113.42(c)(14)**
- “The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to: (A) explain the importance of a written constitution ... .” **§113.44(c)(7)**
- “The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to: ... (F) analyze selected issues raised by judicial activism and judicial restraint ... .” **§113.44(c)(8)**
- “The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights ... .” **§113.44(c)(13)**
- “The student understands the role the government plays in developing policies and establishing conditions that influence scientific discoveries and technological innovations. The student is expected to: (A) understand how U.S. constitutional protections such as patents have fostered competition and entrepreneurship; and (B) identify examples of government-assisted research that, when shared with the private sector, have resulted in improved consumer products such as computer and communication technologies.” **§113.44(c)(18)**
- “The student understands free enterprise, socialist, and communist economic systems. The student is expected to: ... (D) understand that the terms free enterprise, free market, and capitalism are synonymous terms to describe the U.S. economic system ... .” **§118.4(c)(5)**

- “The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to: (A) explain the basic characteristics of the U.S. free enterprise system, including private property, incentives, economic freedom, competition, and the limited role of government; (B) explain the benefits of the U.S. free enterprise system, including individual freedom of consumers and producers, variety of goods, responsive prices, investment opportunities, and the creation of wealth ... (D) analyze the costs and benefits of U. S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.” **§118.4(c)(6)**

## Human Rights

- “The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to: ... (C) give examples of the benefits of the free enterprise system such as choice and opportunity.” **§113.15(b)(11)**
- “The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to: (A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney ... .” **113.16(b)(20)**
- “The student understands the concepts of limited and unlimited governments. The student is expected to: ... (C) identify reasons for limiting the power of government; and (D) review the record of human rights abuses of unlimited governments such as the oppression of Christians in Sudan.” **§113.18(b)(11)**
- “The student understands the similarities and differences within and among cultures in various societies. The student is expected to: (A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures; (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism; ... (F) identify and explain examples of conflict and cooperation between and among cultures.” **§113.18(b)(15)**
- “The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread ... (E) identify examples of positive and negative effects of cultural diffusion.” **§113.18(b)(17)**
- “The student understands the economic effects of World War II and the Cold War. The student is expected to: (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for employment, including for women and minorities; ... (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s; (D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each; and (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA).” **§113.41(c)(17)**

- “The student understands changes over time in the role of government. The student is expected to: ... (B) explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and 9/11; ... (D) discuss the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009; and (E) evaluate the pros and cons of U.S. participation in international organizations and treaties.” **§113.41(c)(19)**

### Immigrants’ Rights

- “The student understands the value of work. The student is expected to: (A) explain how work provides income to purchase goods and services; and (B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.” **§113.13(b)(9)(C)**
- “The student understands the similarities and differences within and among cultures in various societies. The student is expected to: (A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures; (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism; (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies; (E) analyze the similarities and differences among various world societies; and (F) identify and explain examples of conflict and cooperation between and among cultures.” **§113.18(b)(15)**
- “The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread ... (E) identify examples of positive and negative effects of cultural diffusion.” **§113.18(b)(17)**
- “The student understands the causes and effects of migration and immigration on American society. The student is expected to: ... (B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.” **§113.41(c)(13)**
- “The student understands significant economic developments between World War I and World War II. The student is expected to: ... (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of European and Mexican heritage and others ... .” **§113.41(c)(16)**
- “The student understands the ways in which cultures change and maintain continuity. The student is expected to: (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism ... .” **§113.43(c)(18)**
- “The student understands the relationship between government policies and the culture of the United States. The student is expected to: ... (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen’s Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.” **§113.44(c)(17)**
- “The student differentiates and recognizes examples of subculture and counterculture. The student is expected to: (A) compare cultural norms such as ethnic, national origin, age, socioeconomic, and

gender among various U.S. subculture groups; (B) describe stereotypes of the various U.S. subcultures; (C) analyze social problems in selected U.S. subcultures ... ." **§113.46(c)(5)**

- "The student will explain the nature and social function of deviance. The student is expected to: ... (B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey ... ." **§113.46(c)(9)**

## LGBT

- "The student understands the similarities and differences within and among cultures in various societies. The student is expected to: (A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures ... (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies ... ." **§113.18(b)(15)**
- "The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, and Betty Friedan; (D) analyze the effectiveness of the approach taken by some civil rights groups such as the Black Panthers versus the philosophically persuasive tone of Martin Luther King Jr.'s "I Have a Dream" speech and his "Letter from the Birmingham Jail";(E) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; (F) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; (G) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and (H) describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement." **§113.41(c)(9)**
- "The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to: ... (B) describe elements of culture, including entertainment, food, language, religion, recreation, and fashion; (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently ... ." **§113.43(c)(16)**
- "The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. U.S., Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade; (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and (F) recall the conditions that

produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.” **§113.44(c)(13)**

- “The student differentiates and recognizes examples of subculture and counterculture. The student is expected to: (A) compare cultural norms such as ethnic, national origin, age, socioeconomic, and gender among various U.S. subculture groups; (B) describe stereotypes of the various U.S. subcultures; (C) analyze social problems in selected U.S. subcultures; and (D) examine counterculture movements and analyze their impact on society as a whole.” **§113.46(c)(5)**

### National Security

- “The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: ... (B) describe how McCarthyism, the House Un-American Activities Committee (HUAC), the arms race, and the space race increased Cold War tensions and how the later release of the Venona Papers confirmed suspicions of communist infiltration in U.S. government; ... and (F) describe the responses to the Vietnam Conflict such as the draft, the 26th Amendment, the role of the media, the credibility gap, the Silent Majority, and the anti-war movement.” **§113.41(c)(8)**
- “The student understands the ways in which cultures change and maintain continuity. The student is expected to: ... (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism ... .” **§113.43(c)(18)**

### Racial Justice

- The student understands how historical figures and other individuals helped shape the community, state, and nation[, including] ... identify[ing] historical figures, including Amelia Earhart, Robert Fulton, George Washington Carver, and W. E. B. DuBois, who have exhibited individualism and inventiveness ... .” **§113.13(b)(4)(B)**
- “The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: (A) describe the impact of the Civil War and Reconstruction on Texas; (B) explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, [and] Richard King ... .” **§113.15(b)(4)**
- “The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: ... (E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution ... .” **§113.16(b)(4)**
- “The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to: (A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney ... .” **113.16(b)(20)**

- “The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to: (A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States ... .” **§113.16(b)(22)**
- “The student understands the similarities and differences within and among cultures in various societies. The student is expected to: (A) define culture and the common traits that unify a culture region; (B) identify and describe common traits that define cultures; (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism; (D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies; (E) analyze the similarities and differences among various world societies; and (F) identify and explain examples of conflict and cooperation between and among cultures.” **§113.18(b)(15)**
- “The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread ... (E) identify examples of positive and negative effects of cultural diffusion.” **§113.18(b)(17)**
- “The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to: (A) explain reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs; and (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas.” **§113.19(b)(5)**
- “The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (A) analyze the impact of tariff policies on sections of the United States before the Civil War; (B) compare the effects of political, economic, and social factors on slaves and free blacks; (C) analyze the impact of slavery on different sections of the United States ... .” **§113.20(b)(7)**
- “The student understands individuals, issues, and events of the Civil War. The student is expected to: (A) explain the roles played by significant individuals and heroes during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Abraham Lincoln ... ; (B) explain the issues surrounding significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and (C) analyze the ideas contained in Jefferson Davis' inaugural address and Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address.” **§113.20(b)(8)**
- “The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to: ... (B) explain reasons for the development of the plantation system, the Atlantic Triangular trade, and the spread of slavery ... .” **§113.20(b)(12)**
- “The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to: ... (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.” **§113.20(b)(17)**
- “The student understands the importance of effective leadership in a constitutional republic. The student is expected to: ... (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, Stonewall Jackson, Susan B. Anthony, and Elizabeth Cady Stanton.” **§113.20(b)(22)**

- “The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs ... .”  
**§113.20(b)(23)**
- “The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, and Betty Friedan; (D) analyze the effectiveness of the approach taken by some civil rights groups such as the Black Panthers versus the philosophically persuasive tone of Martin Luther King Jr.'s "I Have a Dream" speech and his "Letter from the Birmingham Jail";(E) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; (F) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; (G) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and (H) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.”  
**§113.41(c)(9)**
- “The student understands the impact of geographic factors on major events. The student is expected to: (A) analyze the impact of physical and human geographic factors on the Panama Canal, the Klondike Gold Rush, the Dust Bowl, the levee failure in New Orleans after Hurricane Katrina, and the settlement of the Great Plains ... .” **§113.41(c)(12)**
- “The student understands the economic effects of World War II and the Cold War. The student is expected to: (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for employment, including for women and minorities; ... (D) identify actions of government and the private sector such as the Great Society, affirmative action, and Title IX to create economic opportunities for citizens and analyze the unintended consequences of each ... .” **§113.41(c)(17)**
- “The student understands the impact of constitutional issues on American society. The student is expected to: (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, and *Tinker v. Des Moines*; ... (C) evaluate constitutional change in terms of strict construction versus judicial interpretation.” **§113.41(c)(21)**
- “The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court

interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. U.S.*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*; (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and (F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.” **§113.44(c)(13)**

- “The student understands the relationship between government policies and the culture of the United States. The student is expected to: (A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of *Hernandez v. Texas* and *Grutter v. Bollinger*; and (B) explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.” **§113.44(c)(17)**
- “The student differentiates and recognizes examples of subculture and counterculture. The student is expected to: (A) compare cultural norms such as ethnic, national origin, age, socioeconomic, and gender among various U.S. subculture groups; (B) describe stereotypes of the various U.S. subcultures; (C) analyze social problems in selected U.S. subcultures; and (D) examine counterculture movements and analyze their impact on society as a whole.” **§113.46(c)(5)**
- “The student will explain the nature and social function of deviance. The student is expected to: ... (B) interpret differences in crime and arrest rates by social categories such as ethnicity, gender, socioeconomic status, and age, including cross-reference with the National Crime Victimization Survey; and (C) analyze the criminal justice system in the United States in relation to deviant behavior.” **§113.46(c)(9)**
- “The student understands the basic characteristics and benefits of a free enterprise system. The student is expected to: ... (D) analyze the costs and benefits of U. S. economic policies related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.” **§118.4(c)(6)**

### Religion and Belief

- “The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women’s suffrage movement.” **§§113.14(a)(6)(A); 113.15(a)(6)(A); 113.16(a)(6)(A); 113.18(a)(6)(A); 113.19(a)(6)(A); 113.20(a)(6)(A); 113.41(b)(6)(A); 113.42(b)(8)(A); 113.43(b)(6)(A); 113.44(b)(6)(A); 113.45(b)(3)(A); 113.46(b)(4)(A); 113.47(b)(3)(A); 113.48(b)(3)(A); 118.4(b)(5)(A)**
- “Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: ‘We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted

among Men, deriving their just Powers from the Consent of the Governed.” §§**113.14(a)(6)(B); 113.15(a)(6)(B); 113.16(a)(6)(B); 113.18(a)(6)(B); 113.19(a)(6)(B); 113.20(a)(6)(B); 113.41(b)(6)(B); 113.42(b)(8)(B); 113.43(b)(6)(B); 113.44(b)(6)(B); 113.45(b)(3)(B); 113.46(b)(4)(B); 113.47(b)(3)(B); 113.48(b)(3)(B); 118.4(b)(5)(B)**

- “Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.” **§113.11(a)(1)**
- “The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to: (A) identify the flags of the United States and Texas; (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag ... .” **§113.11(b)(10)**
- “The student understands similarities and differences among people. The student is expected to: (A) identify similarities and differences among people such as kinship, laws, and religion ... .” **§113.11(b)(11)**
- “The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo; (B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; ... (E) explain how patriotic customs and celebrations reflect American individualism and freedom ... .” **§113.12(b)(14)**
- “Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles.” **§113.13(a)(1)**
- “The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; (B) identify selected patriotic songs such as ‘The Star Spangled Banner’ and ‘America the Beautiful’; (C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and (D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.” **§113.13(b)(14)**
- “The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: ... (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.” **§113.18(b)(18)**
- “The student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and cultures ... .” **§113.18(b)(19)**
- “The student understands the influences of science and technology on contemporary societies. The student is expected to: ... (B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology ... .” **§113.18(b)(20)**
- “The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to: ... (C) describe and compare the

impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century ... ." **§113.19(b)(7)**

- “The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects; ... (C) explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, Louisiana Purchase; and 1861-1865, Civil War.” **§113.20(b)(1)**
- “The student understands the causes of exploration and colonization eras. The student is expected to: ... (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.” **§113.20(b)(2)**
- “The student understands the foundations of representative government in the United States. The student is expected to: ... (B) analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government; and (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.” **§113.20(b)(3)**
- “The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: ... (B) explain the political, economic, and social roots of Manifest Destiny; (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation ... ." **§113.20(b)(6)**
- “The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; ... (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity ... ." **§113.20(b)(23)**
- “The student understands the impact of religion on the American way of life. The student is expected to: (A) trace the development of religious freedom in the United States; (B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.” **§113.20(b)(25)**
- “The student understands the importance of effective leadership in a constitutional republic. The student is expected to: ... (B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Hector P. Garcia, Thurgood Marshall, Billy Graham, Barry Goldwater, Phyllis Schlafly, and Hillary Clinton.” **§113.41(c)(24)**
- “The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in

American society; ... (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; ... (E) discuss the meaning and historical significance of the mottos 'E Pluribus Unum' and 'In God We Trust' ... ." **§113.41(c)(26)**

- “The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.” **§113.42(b)(2)**
- “The student understands traditional historical points of reference in world history. The student is expected to: (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC ... ; (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600 ... ; (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; ... (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: ... European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation ... ." **§113.42(c)(1)**
- “The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity ... ." **§113.42(c)(3)**
- “The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to: (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire; (B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy; ... (D) explain the political, economic, and social impact of Islam on Europe; Asia; and Africa ... ." **§113.42(c)(4)**
- “The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to: (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion ... ." **§113.42(c)(9)**
- “The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda ... ." **§113.42(c)(14)**
- “The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: (A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the

Citizen; (C) explain the impact of the writings of John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone ... .” **§113.42(c)(20)**

- “The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to: ... (B) identify the influence of ideas regarding the right to a ‘trial by a jury of your peers’ and the concepts of ‘innocent until proven guilty’ and ‘equality before the law’ that originated from the Judeo-Christian legal tradition and in Greece and Rome ... .” **§113.42(c)(22)**
- “The student understands how the development of ideas has influenced institutions and societies. The student is expected to: ... (C) explain the relationship among Christianity, individualism, and growing secularism and how the relationship influenced subsequent political developments; and (D) explain how Islam influences law and government in the Muslim world.” **§113.42(c)(25)**
- “The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to: (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; ... (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations ... .” **§113.43(c)(17)**
- “The student understands the ways in which cultures change and maintain continuity. The student is expected to: (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism ... .” **§113.43(c)(18)**
- “The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to: (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government; (B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals; (C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu ... .” **§113.44(c)(1)**
- “The student identifies the basic social institutions of education and religion and explain their influence on society. The student is expected to: (A) explain functionalist, conflict, and interactionist theories of education; (B) argue and defend some current issues in American education; (C) examine religion from the sociological point of view; (D) analyze the functions of society and the basic societal needs that religion serves; and (E) compare and contrast distinctive features of religion in the United States with religion in other societies.” **§113.46(c)(15)**

### Reproductive Rights

- “The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights

guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. U.S.*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*; (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and (F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.” **§113.44(c)(13)**

### Technology and Liberty

- “The student understands the impact of science and technology on the economic development of the United States. The student is expected to: ... (D) explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west.” **§113.20(b)(27)**
- “The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States ... .” **§113.41(c)(27)**
- “The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States. The student is expected to: (A) analyze how scientific discoveries, technological innovations, and the application of these by the free enterprise system, including those in transportation and communication, improve the standard of living in the United States; (B) explain how space technology and exploration improve the quality of life ... .” **§113.41(c)(28)**

### Voting Rights

- “The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, and Betty Friedan; (D) analyze the effectiveness of the approach taken by some civil rights groups such as the Black Panthers versus the philosophically persuasive tone of Martin Luther King Jr.'s "I Have a Dream" speech and his "Letter from the Birmingham Jail";(E) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965; (F) describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo; (G) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and (H) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v.*

Painter played a role in protecting the rights of the minority during the civil rights movement.”  
**§113.41(c)(9)**

- “The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. U.S.*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*; (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and (F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.” **§113.44(c)(13)**
- “The student understands the difference between personal and civic responsibilities. The student is expected to: ... (C) understand the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good ... .” **§113.44(c)(14)**

### Women’s Rights

- “The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments; (B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements; (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, and Betty Friedan; ... and (H) describe how litigation such as the landmark cases of *Brown v. Board of Education*, *Mendez v. Westminster*, *Hernandez v. Texas*, *Edgewood I.S.D. v. Kirby*, and *Sweatt v. Painter* played a role in protecting the rights of the minority during the civil rights movement.” **§113.41(c)(9)**
- “The student understands the economic effects of World War II and the Cold War. The student is expected to: (A) describe the economic effects of World War II on the home front such as the end of the Great Depression, rationing, and increased opportunity for employment, including for women and minorities; (B) identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business ... .”  
**§113.41(c)(17)**
- “The student understands the impact of constitutional issues on American society. The student is expected to: (A) analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Delgado v. Bastrop I.S.D.*, and *Tinker v. Des Moines*; ... (C) evaluate constitutional change in terms of strict construction versus judicial interpretation.” **§113.41(c)(21)**
- “The student understands the roles of women, children, and families in different historical cultures. The student is expected to: (A) describe the changing roles of women, children, and families during major eras of world history; and (B) describe the major influences of women during major eras of

world history such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir.” §113.42(c)(24)

- “The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to: ... (B) describe elements of culture, including entertainment, food, language, religion, recreation, and fashion; (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently ... .” §113.43(c)(16)
- “The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to: (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; ... (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations ... .” §113.43(c)(17)
- “The student understands rights guaranteed by the U.S. Constitution. The student is expected to: (A) understand the roles of limited government and the rule of law in the protection of individual rights; (B) identify and define the unalienable rights; (C) identify the freedoms and rights guaranteed by each amendment in the Bill of Rights; (D) analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including *Engel v. Vitale*, *Schenck v. U.S.*, *Texas v. Johnson*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Mapp v. Ohio*, and *Roe v. Wade*; (E) explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and (F) recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states, including the Blaine Amendment and U.S. Supreme Court rulings, and analyze the impact on the scope of fundamental rights and federalism.” §113.44(c)(13)
- “The student differentiates and recognizes examples of subculture and counterculture. The student is expected to: (A) compare cultural norms such as ethnic, national origin, age, socioeconomic, and gender among various U.S. subculture groups; (B) describe stereotypes of the various U.S. subcultures; (C) analyze social problems in selected U.S. subcultures; and (D) examine counterculture movements and analyze their impact on society as a whole.” §113.46(c)(5)
- “The student identifies the basic social institution of the family and explains its influences on society. The student is expected to: (A) define the functions and rituals of the family and how the family has changed over time; (B) define family systems and patterns; (C) analyze the trends in American society regarding family life and the needs that the institution of family satisfies; and (D) analyze ways in which family life can be disrupted.” §113.46(c)(13)