Review of Social Studies TEKS
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I. General Observations of Existing TEKS	General Observations on Committee Work
(1) Overall, the existing TEKS do an acceptable job of promoting factual and accurate delivery of K-12 level social studies content It is difficult to make a judgment with regard to "ideological neutrality" (guideline 1) since the very idea of the "benefits of the free enterprise system" (guideline 10) is not ideologically neutral. Consequently, I will limit my specific comments regarding ideological neutrality to themes other than those to do with the free enterprise system.	The committees made substantive improvements at each grade level, although not as consistently as I might have hoped for. There was some clarification of the language regarding free enterprise system, market economies, and capitalism at the high school level that improves clarity. There was also some inconsistency in applying college readiness standards to the TEKS, which could use a bit more emphasis on critical thinking and analytical skills.Instead of commenting on each change, I will only comment when I feel an observation is necessary.
(2) Overall, there is a logical development of social studies concepts followed at each grade level. There are places where the presentation of specific items might be better organized, however (see below specific comments).	The reorganization of material, particularly in 6th, 7th, high school U.S. and World histories, and U.S. Government, address most of my concerns in this area.
(3) While for the most part the people and events presented at each grade level are appropriate, there is room for other examples that might better reflect the geographic, chronological, and cultural diversity of both American and Texas history as presented in the existing TEKS. In a number of instances I suggest additional examples or replacements for existing examples in order to better reflect the content of individual K-S statements (see below specific comments).	Particularly in the 7th and high school U.S histories, the broadening of examples and clarification of periodization address many of my concerns in this areaIn fact, in a couple of instances, the committees came up with very useful and more directly pertinent examples that strengthen the diversity of coverage.(See specific comments below on where additional thought should be given to examples.)
(4) Although the vocabulary and terminology are appropriate overall, I would suggest that throughout the document the term "such as" in introducing examplesbe replaced with "for instance." Personally, I would prefer that in the few necessary instances where students are expected to know specific individuals and events those items be required (the way they are in the 7th grade where the term "including" is used) and that otherwise no examples be provided, but I understand that many teachers and publishers like the idea of representative examples. However, because many people fail to understand that representative	Although the "such as" language was retained I liked the way some committees adopted clarifying language that "including"refers to items that must be present while "such as" means representative examples. I recommend that this statement should be included at every grade level.

examples are not specific requirements, I believe that use of “for example” might make clearer that the names are provided as suggestions for the kinds of people and events to be considered in that item but that teachers and publishers are free to look more broadly.

Occasionally the term “selected” is used in conjunction with “such as.” This combination may lead to even more conclusion regarding the weight of the examples as the term “selected” is restrictive in nature. I would recommend deleting it where it appears unless coupled with the intentionally

	perspective, I would say this guideline is in contradiction with guideline (1) (see below specific comments).	
11)	See below specific comments.	
12)	It appears to do so.	

TEK #	Language	Original Comment	Comment on Committee Work
113.2 Intro.			I like the clarification in the language , especially in paragraph 3 with regard to distinctions between “including” and “such as.” I recommend similar language be added to all grade levels.
113.2 (11.A)	Identify personal attributes common to all people such as physical characteristics	This is not “cultural.” Recommendation: Identify attributes common to all people, for example kinship, laws, religion	Good revision
113.2 (11.B)	Identify differences among people	This item is vague. Recommendation: Identify ways	

			added regarding “including” and “such as.”
113.4 (1.A)	Explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving	Independence Day was already used 113.4 (2.A). Since the expectation calls for “community and state” and since all three holidays given as examples are national, substitution of the one already introduced in the first grade would be appropriate. Recommendation: Explain the significance of various community, state, and national celebrations, for instance Memorial Day, Texas Independence Day, and Thanksgiving.	This item was left out of the copy of the committee work that I received, so I cannot comment.
113.4 (2.D)	Describe and measure calendar time by days, weeks, months, and years	In and of itself the measure of the passage of time is not historical in nature. Without the addition of historical content, this expectation is not social studies appropriate. Given that 2.B and 2.C actually deal with the use of time measurement in historical context, I recommend elimination of this expectation.	Good reorganization of this expectation.
113.4 (4.A)	Identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation		

			were presented here. It would help clarify why Benjamin Franklin is being presented as an example of someone who helped shape communities in the same group with L'Enfant.
113.5 (1.C)	Describe how individuals such as Christopher Columbus and Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.	The definition of community here is in question, particularly with regard to a 3rd grader's possible understanding of the term. While Christopher Columbus can be explained as someone whose explorations contributed to the settlement of the Americas, and Lewis and Clark can likewise be explained as individuals whose explorations eventually led to settlement in the western U.S., neither example provides a clear-cut example of what the expectation intends. Recommendation: Describe how individuals, for instance Juan de Oñate and Brigham Young have contributed to the expansion of existing communities or to the creation of new communities. Oñate led the Spanish expedition that settled New Mexico including the founding of Santa Fe, New Mexico. Brigham Young was responsible for the settlement of Utah.	A clearer definition above would help make clear why the founding fathers are grouped

	communities	fictional example of a community creator. I don't have a fix for this particular problem, but I do not believe the example adequately reflects the goal of the expectation.	
113.6 (a.1)	Students examine the history of Texas from the early beginnings to the present within the context of the Western Hemisphere…	The term "Western Hemisphere" is used in a number of places in this section, sometimes ambiguously. Here for instance, did the drafters mean "Western Civilization"? This would seem to be the case, as the modern settlement of Texas (as opposed to the Indian settlement of the region) was carried out by representative of Civilization.	Good rephrasing of the language to meet my concerns regarding Western Hemisphere.
113.6 (a.1)	Students describe how early Native Americans in Texas and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves and identify characteristics of Spanish and Mexican colonial governments in Texas.	Again, "Western Hemisphere" is a problem, as the extremely restrictive phrase "establishment of Spanish missions." Also, the identification of Mexican government with the Spanish colonial order misrepresents the history of Texas. In what is now South Texas, the region settled under the direction of José Escandón, the main mechanism of settlement was towns and ranches, not missions. When Mexico became independent in 1821, it freed itself from Spanish colonial rule. Texas was an integral part of the new nation, not a colony of it. To refer to Mexican government as colonial is therefore erroneous. Recommendation: Students compare how early Native Americans in Texas and elsewhere in North America met their basic economic needs and identify the economic motivations for European exploration and colonization and reasons for the establishment of Spanish settlements. Students explain how Native Americans governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas.	I like the way the committee decoupled Mexican from colonial.
113.6 (1)	"Western Hemisphere"		

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113.6 (2.C)	settlement of Texas	Alonso de León and Fray Damián Massanet, who conducted expeditions in search of La Salle. The settlement of South Texas, also as mentioned above, began under the direction of José Escandón. Recommendation Identify the accomplishments of significant explorers, for instance Alvar Núñez Cabeza de Vaca, Francisco Coronado, Rene Robert Cavelier, Sieur de la Salle, Fr. Damián Massanet, José Escandón, and explain their impact on the settlement of Texas	

		an example that would remind users that relations with Indians remained an important aspect of life in Texas during the Republic period. Recommendation: Describe the successes and problems of the Republic of Texas, for example shifting policies toward Native Americans	
113.6 (3.E)	Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones	There is nothing wrong with this expectation or the importance of the cited individuals. I would suggest, however, that a representative of the native Texan community, José Antonio Navarro, deserves mention. He was not only a signer of the Texas Declaration of Independence, but was one Lamar's ambassadors on the Santa Fe Expedition, spent more than two years in jail in Mexico City as a result, and managed to return to Texas in time to participate in the annexation and constitutional conventions. Recommendation: Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, José Antonio Navarro, and Anson Jones	Good reworking of this item (now 3.C) and of the other items in this expectation to provide a more representative sampling of the breadth of participation.
113.6 (4.B)	Explain the growth and development of the cattle and oil industries	The oil industry in Texas is really a 20th century phenomenon, beginning with Spindletop. A more appropriate discussion would be cattle and agriculture, which continued to be the mainstays of the Texas economy well into the new century. Recommendation: Explain the expansion and economic importance of the cattle and agricultural industries	Good reworking as far as separating the oil industry from the cattle industry. However, I have to insist that the oil industry is a 20th century phenomenon and not a nineteenth century one. The oil industry is what changed the industrial and urban landscapes of Texas, and even Spindletop took place in 1901.
113.6 (5)		This is the item in which the oil and gas industry and Texas's importance to the nation should be tackled. The expectations have been restructured to reflect my priorities.	As I mention above, this expectation should contain the oil industry as a discreet item. The reworking of the expectation does improve it in some ways, although further consideration now 42 6

113.6 (5.new)		Recommendation Analyze the impact of industrialization in Texas and its impact on the nation, for example urbanization and transportation	See comment at 113.6 (5).
113.6 (7.A)	Describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity	Again, the use of Western Hemisphere is misleading. The importance of Texas to both the rest of the United States and to Mexico, is the intention, and Mexico is still part of North America. Recommendation Describe a variety of socio-economic regions in Texas, for example political, demographic, and	

a subsistence economy in which most production took placæ in an effort to provide for the immediate needs of the family. So, earning a living should also

			expectations and, second, it excludes North American exploration and initial contacts between Europeans and the aboriginal peoples. The rest of the reworking is effective, although I would add the language from K and 1 regarding definitions of "including" and "such as."
113.7 (1.B)	Describe the accomplishments of significant historical leaders, such as Anne Hutchinson, William Penn, John Smith, and Roger Williams	As paragraph 1 of the introduction to [illegible] students are to be learning "about a variety of regions in the United States." The examples provided in this expectategailli" Thd 7AnnepvT*sano 22.4i nlu6(r)3 Tcc of a(itoov)-nexov bi(s)-1in -2	

	as the Boston Tea Party	provide some guidance on looking back at earlier precursor events. Recommendation Analyze the causes and effects of events prior to and during the American Revolution, for example the Proclamation of 1763, the Boston Tea Party, and Valley Forge	precipitating factor in the development of the revolutionary movement. Given the continued use in this item of the phrase "during the American Revolution," that one or two examples such as Valley Forge and Yorktown might be useful.
113.7 (2.new)		I would argue that understanding the role of the Bill of Rights in the acceptance of the Constitution is critical to rounding out an understanding of the early history of the country's political life. Recommendation Explain the	

historical process and belongs in a