

## Social Studies and ELA TEKS for

# Ruth Bader Ginsburg: The Case of R.B.G. vs. Inequality

### §113.41. United States History Studies Since 1877 (One Credit), Adopted 2018.

(7) (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. 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.

(9) (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights;

(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan;

(G) 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;

(19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to:

(B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000.

(20) (A) analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder;

(23) (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Sandra Day O'Connor, and Hillary Clinton; and

(28) (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main

idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions;

(C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;

(29) (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism; and

(B) use social studies terminology correctly.

**§110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.\***

\*TEKS are provided for English III, however, TEKS for english I, II, and IV contain similar goals.

(2) (A) use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;

(B) analyze context to draw conclusions about nuanced meanings such as in imagery;

(4) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

(A) establish purpose for reading assigned and self-selected texts;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(5) (D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(F) respond using acquired content and academic vocabulary as appropriate;

(G) discuss and write about the explicit and implicit meanings of text;

(H) respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;

(8) (A) analyze the author's purpose, audience, and message within a text;

(C) evaluate the author's use of print and graphic features to achieve specific purposes;

(D) evaluate how the author's use of language informs and shapes the perception of readers;

(9) (A) plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;

(C) revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;

(E) publish written work for appropriate audiences.

(10) (B) compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;

(C) compose argumentative texts using genre characteristics and craft;

(11) (C) develop and revise a plan;

(E) locate relevant sources;

(F) synthesize information from a variety of sources;