

Minutes

State Board of Education

November 16, 2018

STATE BOARD OF EDUCATION
(State Board for Career and Technology Education)

DONNA BAHORICH, Houston
Chair of the State Board of Education
District 6

MARTY ROWLEY, Amarillo
Vice Chair of the State Board of Education
District 15

RUBEN CORTEZ, JR., Brownsville
Secretary of the State Board of Education
District 2

Board Members

LAWRENCE A. ALLEN, JR., Houston
District 4

TOM MAYNARD, Florence
District 10

ERIKA BELTRAN, Fort Worth
District 13

SUE MELTON-MALONE, Robinson
District 14

DAVID BRADLEY, Beaumont
District 7

KEN MERCER, San Antonio
District 5

BARBARA CARGILL, Conroe
District 8

GERALDINE MILLER, Dallas
District 12

KEVEN ELLIS, Lufkin
District 9

GEORGINA C. PÉREZ, El Paso
District 1

PATRICIA HARDY, Fort Worth
District 11

MARISA B. PEREZ-DIAZ, Converse
District 3

Committees of the State Board of Education

INSTRUCTION

Sue Melton-Malone, Chair
Geraldine Miller, Vice Chair
Donna Bahorich
Erika Beltran
Georgina C. Pérez

SCHOOL FINANCE/PERMANENT SCHOOL FUND

David Bradley, Chair
Tom Maynard, Vice Chair
Lawrence A. Allen, Jr.
Patricia Hardy
Ken Mercer

SCHOOL INITIATIVES

Barbara Cargill, Chair
Marisa B. Perez-Diaz, Vice Chair
Ruben Cortez, Jr.
Keven Ellis
Marty Rowley

Minutes
State Board of Education
November 16, 2018

The State Board of Education met at 9:17 a.m. on Friday, November 16, 2018, in the State Board of Education Room, #1-104, of the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas. Attendance was noted as follows:

Present: Donna Bahorich, chair; Lawrence A. Allen, Jr.; Erika Beltran; David Bradley; Barbara Cargill; Ruben Cortez, Jr., secretary; Keven Ellis; Pat Hardy; Tom Maynard; Sue Melton-Malone; Ken Mercer; Geraldine “Tincy” Miller; Georgina C. Pérez; Marty Rowley, vice chair

Absent: Marisa B. Perez-Diaz

Student Performance

The student performance was provided by The Park Version Vocal Ensemble of Highland Park High School in the Highland Park Independent School District.

Invocation

Pledge of Allegiance

Roll Call

Approval of Minutes

State Board of Education, September 14, 2018

MOTION AND VOTE: *The State Board of Education unanimously approved the Minutes of the September 14, 2018 meeting of the State Board of Education, as printed.*

The State Board of Education considered items in the following order: Item 1, 2, 3, 9, 10, 4, 5, 7, 6, 8, 11, 12, 13, 14, 15, 16, 17

1. Resolutions and Presentations

National History Day

The State Board of Education, by unanimous consent, adopted a resolution honoring the 2018 National History Day third place winners, Raymundo Barrera, Roland Reyes, Abigail Tack, Isaiah Thomas, and Héctor Torres of Nimitz High School in the Aldine Independent School District.

(ATTACHMENT 1, page 15)

Resolution Honoring Departing State Board of Education Member Erika Beltran

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Erika Beltran.

(ATTACHMENT 2, page 17)

Resolution Honoring Departing State Board of Education Member David Bradley

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member David Bradley.

(ATTACHMENT 3, page 19)

Resolution Honoring Departing State Board of Education Member Geraldine Miller

The State Board of Education, by unanimous consent, adopted a resolution honoring departing State Board of Education member Geraldine “Tincy” Miller.

(ATTACHMENT 4, page 21)

Public Testimony

The State Board of Education received presentations of public testimony, as follows:

NAME: Jeanette LaFevers
AFFILIATION: International Baccalaureate (IB) Organization
TOPIC: Unresolved issues regarding IB

NAME: Maz Wright
AFFILIATION: TPS Publishing, Inc.
TOPIC: Proclamation 2019

2. Approval of Consent Agenda

Any agenda item may be placed on the consent agenda by any State Board of Education committee. The State Board of Education may elect to take separate action on any item on the consent agenda.

By unanimous consent, the State Board of Education approved the following items on the consent agenda.

- (1) Ratification of Current Texas Lesson Study Resources**
(Board agenda page II-1)
(Committee on Instruction)

The State Board of Education ratified the first set of Texas Lesson Study (TXLS) resources, as recommended by the Committee on Instruction.

- (2) **Approval of Costs to Administer the 2018-2019 State-Developed Assessments to Private School Students**
(Board agenda page III-1)
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved the per-student costs for administering the state assessments to private school students, as recommended by the Committee on School Finance/Permanent School Fund.

- (3) **Ratification of the Purchases and Sales of the Investment Portfolio of the Permanent School Fund for the Months of August and September 2018.**
(Board agenda page III-7)
(Committee on School Finance/Permanent School Fund)

The State Board of Education ratified the purchases and sales for the months of August and September 2018, in the amount of \$849,365,770 and \$932,377,747 respectively, as recommended by the Committee on School Finance/Permanent School Fund.

- (4) **Proposed Amendments to the Investment Procedures Manual**
(Board agenda page III-9)
(Committee on School Finance/Permanent School Fund)

The State Board of Education approved the amendments to the Investment Procedures Manual, as recommended by the Committee on School Finance/Permanent School Fund.

- (5) **An Overview of the Permanent School Fund**
(Board agenda page III-11)
(Committee on School Finance/Permanent School Fund)

The committee took no action; therefore, this item was removed from the consent agenda.

- (6) **Recommendation for Appointment to the Boys Ranch Independent School District Board of Trustees**
(Board agenda page IV-1)
(Committee on School Initiatives)

The State Board of Education approved the reappointment of Mr. Robert Marshall to serve a term of office from November 16, 2018, through November 16, 2020, on the Boys Ranch Independent School District Board of Trustees, as recommended by the Committee on School Initiatives.

(ATTACHMENT 5, page 23)

COMMITTEE OF THE FULL BOARD

3. **Proposed Revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, and Proposed Repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits**
(Second Reading and Final Adoption)
(Board agenda page I-1)

MOTION AND VOTE: *It was moved by Mr. Rowley that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, with an effective date of August 26, 2019, as amended and recommended by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.13(b)(2)(B) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.14(b)(9)(C) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.14(b)(12) to read as follows:*

“~~identify how [discuss]~~ various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and ~~examples of their cultural heritage through~~ their stories, poems, statues, and paintings are examples that contribute to the cultural heritage of communities.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.19(b)(5)(C) by replacing “analyze” with “explain.”*

MOTION AND VOTE: *It was moved by Mr. Rowley, seconded by Dr. Ellis, and carried that the State Board of Education suspend the board operating rules to consider a motion to amend §113.16(b)(4) and §113.20(b)(8).*

MOTION AND VOTE: *It was moved by Mr. Allen and carried unanimously that the State Board of Education amend §113.16(b)(4)(D) and add new §113.16(b)(4)(E) to read as follows:*

“~~explain identify~~ the central role of the expansion of slavery in causing sectionalism, disagreement over the Civil War and other contributing factors, including and other sectionalism and states’ rights, and the effects of the Civil War, including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution, and the Civil War.”

(E) explain the effects of the Civil War including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution.”

MOTION AND VOTE: *It was moved by Mr. Allen and carried unanimously that the State Board of Education amend §113.20(b)(8)(B) to read as follows:*

~~“explain identify the central role of the expansion of slavery in causing sectionalism, disagreement over the Civil War and other contributing factors, including and other sectionalism and states’ rights, and the effects of the Civil War. including Reconstruction and the 13th 14th, and 15th, amendments to the U.S. Constitution. and the Civil War.”~~

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously that the State Board of Education amend §113.20(b)(5)(A) to read as follows:*

~~“describe major domestic problems faced by the leaders of the new republic, including maintaining national security, building a military, creating a stable economic system, and setting up the court system, and defining the authority of the central government;~~

MOTION: *It was moved by Ms. Hardy that the State Board of Education amend §113.20(b)(7)(D) to read as follows:*

~~“identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.”~~

MOTION AND VOTE: *It was moved by Mr. Mercer and carried that the State Board of Education amend §113.20(b)(7)(D) to insert “John Quincy Adams”*

VOTE: *A vote was taken on the original motion that the State Board of Education amend §113.20(b)(7)(D) to read as follows:*

~~“identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role of John Quincy Adams.”~~

The motion carried.

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.20(b)(26)(B). The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education amend §113.41(c)(4)(A) to read as follows:*

~~“explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power;”~~

The motion failed.

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education amend §113.41(c)(7)(C) to read as follows:*

“analyze major issues of World War II, including the Holocaust; the internment of ~~German, Italian, and~~ Japanese Americans as a result of Executive Order 9066; and the development of atomic weapons;”

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.41(c)(11)(C). The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education strike §113.41(c)(12)(B).*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.41(c)(25)(D) and amend §113.41(c)(23) by adding “Eleanor Roosevelt” and “Sonia Sotomayor.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education move §113.41(c)(25)(E) to new §113.41(c)(23)(B).*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried that the State Board of Education strike §113.41(c)(27)(B) and amend §113.41(c)(27)(A) by adding “space exploration.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend §113.41(c)(1)(C) by replacing “discuss” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(18)(D) by replacing “discuss” with “describe.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(20)(B) by replacing “discuss historical reasons” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.41(c)(25)(B) by replacing “discuss” with “describe and explain.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried that the State Board of Education amend new §113.41(c)(23)(B) by replacing “discuss” with “explain.”*

MOTION AND VOTE: *It was moved by Ms. Hardy that the State Board of Education strike §113.42(c)(8)(B) and amend §113.42(c)(8)(C) by adding “causes.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Hardy and carried unanimously that the State Board of Education amend §113.42(c)(14) to read as follows:*

“History. The student understands the development ~~and use~~ of radical Islamic terrorism in the second half of the 20th century and the early 21st century. The student is expected to:

(A) discuss the impact of geopolitical influences on the development of radical Islamic terrorism; ~~in the second half of the 20th century and the early 21st century; and~~

(B) discuss the impact of radical Islamic terrorism on global events ~~in the second half of the 20th century and the early 21st century;~~ and

(C) explain the U.S. response to the events surrounding September 11, 2001 and other acts of radical Islamic terrorism.”

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.42(c)(28)(C) by replacing “examine” with “analyze” and “analyze” with “determine.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(3)(C) to read as follows:*

~~“examine the describe how physical processes such as hurricanes, El Niño, earthquakes, and volcanoes examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere such as hurricanes, El Niño, earthquakes, and volcanoes;”~~

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(7)(D) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(10)(D) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.43(c)(19)(C) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.44(c)(1)(E), §113.44(c)(5)(A), and §113.44(c)(12)(D), §113.44(c)(15)(A), by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez and carried unanimously that the State Board of Education amend §113.31(c)(11)(C) by replacing “examine” with “analyze.”*

MOTION AND VOTE: *It was moved by Ms. Pérez that the State Board of Education amend §113.31(c)(16)(D) by replacing “examine” with “analyze.” The motion failed.*

MOTION AND VOTE: *It was moved by Ms. Pérez that the State Board of Education amend §113.31(c)(18)(A) by replacing “examine” with “describe.” The motion failed.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Ms. Hardy, and carried that the State Board of Education suspend the board operating rules in order to consider a motion to amend the effective date.*

MOTION: *It was moved by Mr. Maynard and seconded by Ms. Hardy that the State Board of Education amend the effective date to August 1, 2020.*

MOTION AND VOTE: *It was moved by Ms. Pérez, seconded by Mrs. Melton-Malone, and carried that the State Board of Education amend the effective date for Subchapters B, C, and D to August 1, 2019.”*

The board requested that staff make conforming edits to the implementation date in each Subchapter.

VOTE: *A vote was taken on the motion to amend the effective date as amended. The motion carried.*

VOTE: *A vote was taken on the original motion that the State Board of Education approve for second reading and final adoption proposed revisions to 19 TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter A, Elementary, Subchapter B, Middle School, Subchapter C, High School, and Subchapter D, Other Social Studies Courses, and proposed repeal of 19 TAC Chapter 118, Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and Its Benefits, Subchapter A, High School, and Subchapter B, Other Economics Courses, as amended and recommended by the Committee of the Full Board. The motion carried unanimously.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

(ATTACHMENT 6, page 31)

4. Decision on the Percentage Distribution of the Permanent School Fund for Fiscal Years 2020 and 2021

(Board agenda page I-109)

MOTION: *It was moved by Mr. Rowley that the State Board of Education approve the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2020–2021 fiscal biennium of 2.9%, as recommended by the Committee of the Full Board.*

MOTION AND VOTE: *It was moved by Mr. Maynard, seconded by Mr. Rowley, and carried unanimously to amend the motion to include the following:*

“If subsequent to the November 16, 2018, general meeting of the State Board of Education (SBOE), and prior to the first day of the regular session of the 86th Texas Legislature, the School Land Board opts to distribute funds for the 2020–2021 fiscal biennium to the investment assets of the Permanent School Fund managed by the SBOE, then the distribution rate by the SBOE to the Available School Fund will be increased to reflect an equivalent amount.”

VOTE: *A vote was taken on the original motion to approve the percentage distribution rate to the Available School Fund from the Permanent School Fund for the 2020–2021 fiscal biennium of 2.9%, as amended and recommended by the Committee of the Full Board. The motion carried unanimously.*

(Mr. Cortez and Mrs. Melton-Malone were absent for the vote.)

5. **Report from the Commissioner of Education Regarding Instructional Materials Offered for Adoption under Proclamation 2019**

(Board agenda page I-113)

MOTION: *It was moved by Mr. Rowley that the State Board of Education:*

Require that all publishers make corrections listed in the Report of Required Corrections of Factual Errors and the Proclamation 2019 Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by TPS Publishing, Inc. and Tanglewood Publishing, Inc., as recommended by the Committee of the Full Board.

The State Board of Education went into executive session to discuss potential litigation, in accordance with Texas Government Code, §551.071(1)(A). The executive session was held in room 1-103, Friday, November 16, 2018; it began at 1:37 p.m. and concluded at 2:00 p.m.

MOTION AND VOTE: *It was moved by Mr. Maynard and seconded by Ms. Pérez that the State Board of Education amend the motion to read as follows:*

"Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by ~~TPS Publishing, Inc. and~~ Tanglewood Publishing, Inc."

The motion failed.

VOTE: *A vote was taken on the original motion that the State Board of Education:*

Require that all publishers make corrections listed in the Report of Required Corrections of Factual Errors and the Proclamation 2019 Editorial Changes;

Require that all instructional materials meet established manufacturing standards and specifications;

Approve changes and corrections submitted in response to written comments and public testimony; and

Place instructional materials submitted for adoption on the adopted list as indicated on the List of Instructional Materials Eligible for Adoption Under Proclamation 2019, excluding those products submitted by TPS Publishing, Inc. and Tanglewood Publishing, Inc., as recommended by the Committee of the Full Board. The motion carried unanimously.

(Mr. Allen, Mr. Bradley, and Mr. Cortez were absent for the vote.)

6. **Proposed Amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials**
(Board agenda page I-139)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve proposed amendments to Proclamation 2020 of the State Board of Education Advertising for Bids for Instructional Materials, as recommended by the Committee of the Full Board.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

7. **Adoption of the Long-Range Plan for Public Education**
(Board agenda page I-151)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve Building a Stronger Texas, Long-Range Plan for Public Education as amended, authorize staff to make grammatical and technical edits as necessary, and add a quick reference chart at the end of the report that shows which policymaker would carry out each recommendation contained in the Long-Range Plan for Public Education, as recommended by the Committee of the Full Board.*

(Mr. Allen, Mr. Bradley, and Mr. Cortez were absent for the vote.)

8. **Legislative Recommendations for the 86th Texas Legislature**
(Board agenda page I-155)

MOTION AND VOTE: *It was moved by Mr. Rowley and carried unanimously that the State Board of Education approve the board's legislative recommendations to the 86th Texas Legislature, as recommended by the Committee of the Full Board.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

COMMITTEE ON INSTRUCTION

9. **Approval of Proposed Updates to the Dyslexia Handbook, Procedures Concerning Dyslexia and Related Disorders, Revised 2014**
(Board agenda page II-5)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve proposed updates to Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

10. **Proposed Amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders**
(First Reading and Filing Authorization)
(Board agenda page II-11)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization the proposed amendment to 19 TAC Chapter 74, Curriculum Requirements, Subchapter C, Other Provisions, §74.28, Students with Dyslexia and Related Disorders, as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

11. **Proposed New 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits)**
(First Reading and Filing Authorization)
(Board agenda page II-19)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve for first reading and filing authorization proposed new 19 TAC Chapter 117, Texas Essential Knowledge and Skills for Fine Arts, Subchapter C, High School, Adopted 2013, §117.327, International Baccalaureate (IB) Film Standard Level (SL) (Two Credits), and §117.328, International Baccalaureate (IB) Film Higher Level (HL) (Two Credits), as recommended by the Committee on Instruction.*

(Mr. Allen and Mr. Cortez were absent for the vote.)

12. **Texas Certificate of High School Equivalency**
(Board agenda page II-27)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education instruct staff to proceed with the extension of existing contracts for the Texas Certificate of High School Equivalency, as recommended by the Committee on Instruction.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

13. **Discussion of Texas Essential Knowledge and Skills (TEKS) Review Process**
(Board agenda page II-31)

MOTION AND VOTE: *It was moved by Mrs. Melton-Malone and carried unanimously that the State Board of Education approve amendments to the TEKS review and revision process, as recommended by the Committee of Instruction.*

(Mr. Allen, Ms. Beltran, Mr. Bradley, Mr. Cortez, Ms. Hardy, and Mrs. Miller were absent for the vote.)

COMMITTEE ON SCHOOL FINANCE/PERMANENT SCHOOL FUND

14. Activities Related to a Student Art Competition to Develop a Permanent School Fund Logo

(Board agenda page III-13)

MOTION AND VOTE: *It was moved by Mr. Maynard and carried that the State Board of Education choose a winner and runner-up to the student art competition to develop a Permanent School Fund logo, instruct TEA legal counsel to review the submissions again to ensure that there are no infringement concerns with anything else in the public domain, and publicly announce the winner and runner-up at the February 2019 State Board of Education meeting.*

COMMITTEE ON SCHOOL INITIATIVES

15. Review of Proposed 19 TAC Chapter 228, Requirements for Educator Preparation Programs

(Board agenda page IV-11)

In accordance with TEC, §21.042, the State Board of Education took no action on proposed 19 TAC Chapter 228, Requirements for Educator Preparation Programs.

16. Review of Proposed Amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States

(Board agenda page IV-49)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed amendments to 19 TAC Chapter 230, Professional Educator Preparation and Certification, Subchapter C, Assessment of Educators; Subchapter D, Types and Classes of Certificates Issued; Subchapter E, Educational Aide Certificate; Subchapter G, Certificate Issuance Procedures; and Subchapter H, Texas Educator Certificates Based on Certification and College Credentials from Other States or Territories of the United States.

17. Review of Proposed Repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal

(Board agenda page IV-83)

In accordance with TEC, §21.042, the State Board of Education took no action on the proposed repeal of 19 TAC Chapter 241, Principal Certificate, and New 19 TAC Chapter 241, Certification as Principal.

REGARDING AGENDA ITEMS POSTED FOR DISCUSSION ON COMMITTEE AGENDAS

Committee on Instruction

Mrs. Melton-Malone did not report on the Committee on Instruction.

Committee on School Finance/Permanent School Fund

Mr. Bradley did not report on the Committee on School Finance/Permanent School Fund.

Committee on School Initiatives

Mrs. Cargill did not report on the Committee on School Initiatives.

**REPORTS OF OTHER STATE BOARD OF EDUCATION MEMBERS REGARDING
AGENDA ITEMS AND EDUCATIONAL ACTIVITIES AND CONCERNS IN INDIVIDUAL
DISTRICTS**

Mrs. Bahorich gave board members an opportunity to provide information regarding agenda items or other relevant information about public education.

The meeting adjourned at 2:26 p.m.

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS the State Board of Education considers high academic standards as the foundation of public education in Texas; and

WHEREAS the National History Day program fosters academic achievement and intellectual growth, requires student participants to conduct extensive primary and secondary source research on a topic of historical significance, and promotes pride in each student participant's heritage and in our nation's history and place in the world; and

WHEREAS the annual National History Day contest with the theme of *Conflict and Compromise in History* was held in College Park, Maryland, on June 10-14, 2018; and

WHEREAS Raymundo Barrera, Roland Reyes, Abigail Tack, Isaiah Thomas, and Héctor Torres of Nimitz High School in Houston, Texas, won Third Place in the Senior Group Exhibit category with their project titled *The Chamizal Dispute: A Century of Conflict*; now, therefore, be it

RESOLVED, That the State Board of Education does hereby congratulate these *2018 National History Day* winners from the Aldine Independent School District; and be it further

RESOLVED, That this resolution be presented to the aforementioned students for their winning project at the *2018 National History Day* contest and that a copy be included in the permanent records of the State Board of Education.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS Erika Beltran was elected to the State Board of Education in 2014; and

WHEREAS she represents her hometown of Fort Worth and the surrounding area; and

WHEREAS this educator and policy leader has proven her commitment to improving education in Texas for all children; and

WHEREAS Ms. Beltran, as a first-generation college graduate herself, understands the life-changing impact of a quality education; and

WHEREAS through her position as a member of the Committee on Instruction, she worked to strengthen key instructional programs; and

WHEREAS as a State Board of Education member, she strove to ensure that Texas history courses tell the story of all our children and their families; and

WHEREAS she played an important role in creating the state's first Mexican American Studies course; and

WHEREAS Ms. Beltran's thoughtful and professional demeanor helped find consensus points among disparate views; now, therefore, be it

RESOLVED, That the State Board of Education expresses its thanks and gratitude for a job well done; and be it further

RESOLVED, That the board encourages this young leader to continue her involvement in education policy matters.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS David Bradley has faithfully served the people of Southeast Texas as the District 7 State Board of Education member for 22 years; and

WHEREAS citizens have elected him to this important post in 1996, 2000, 2002, 2004, 2008, 2012, and 2014; and

WHEREAS during his tenure, Mr. Bradley nurtured the fledgling charter school movement; and

WHEREAS he helped the charter school system expand in size and strength; beginning with 20 charter holders and growing now to 176 charter holders that operate 704 charter school campuses;

WHEREAS Mr. Bradley has developed a reputation as a protector and defender of that Texas treasure known as the Permanent School Fund; and

WHEREAS Mr. Bradley has served as vice chair of the board and chaired the Committee on Planning and twice served as chair of the Committee on School Finance/Permanent School Fund, and

WHEREAS it is not “fuzzy math” when we say that the market value of the Permanent School Fund has grown 142 percent from \$14 billion to \$34 billion during Mr. Bradley’s tenure on the board, thanks to his careful stewardship and leadership; and

WHEREAS he has taken a great interest in the textbook adoption process, including personally checking the binding of one book that he found questionable;

WHEREAS Mr. Bradley has been known to enliven a board discussion with his rapier wit and to quietly tend to many fellow board members and staff with caring actions; now, therefore, be it

RESOLVED, That David Bradley be commended for his efforts to nurture and diversify the Permanent School Fund and Bond Guarantee Program; and be it further

RESOLVED, That the State Board of Education express its gratitude and thanks to him for his long service to the board and his district, and be it further

RESOLVED, That the board wishes David Bradley nothing but fair winds and following seas in the years ahead.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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R E S O L U T I O N

WHEREAS Gov. Mark White could not have foreseen the far-reaching impact his 1984 decision to appoint a Dallas businesswoman and reading specialist to the State Board of Education would have on Texas public schools; and

WHEREAS that appointment began Geraldine “Tincy” Miller’s 32 years of dedicated service and leadership on this board; and

WHEREAS the citizens of District 12 showed their faith in her by electing her to this office in 1988, 1992, 1996, 2002, 2006, 2012 and 2014; and

WHEREAS during her tenure on the board, Mrs. Miller has chaired the Committee on Instruction and served as vice chair and chair of the board; and

WHEREAS Mrs. Miller’s focus has always been on doing what is best for Texas children; and

WHEREAS she became a champion for phonics-based education; and

WHEREAS Mrs. Miller helped shape every significant law or rule dealing with dyslexia and related disorders for three decades and has been the driving force behind the *Dyslexia Handbook*; and

WHEREAS this dedicated public servant has been involved in the development of every generation of the state’s curriculum standards, known as the Essential Elements and now the Texas Essential Knowledge and Skills; and

WHEREAS she took seriously her duty to provide high-quality, error-free textbooks; and

WHEREAS Mrs. Miller has passionately protected the Permanent School Fund, which she reminds us is also known as the “Children’s Textbook Fund;” and

WHEREAS the Permanent School Fund has grown from \$4.5 billion in 1984 to \$34 billion today under her careful and prudent stewardship; and

WHEREAS she has just as carefully nurtured the State Board of Education itself, having personally underwritten the services of a professional parliamentarian for several years; and paid more than her fair share for cookies, coffee, and flowers for board members over the years; and

WHEREAS Geraldine Miller’s desire to remind the board to focus on what’s best for children served as the impetus for the creation of the bronze statue found in the Travis lobby that shows the world opening to children through books; now, therefore, be it

RESOLVED, That though her nickname is Tincy, there is nothing tiny about her commitment to this state and its children; and be it further

RESOLVED, That this board expresses its gratitude and admiration to this good and faithful public servant for her three decades of service on the State Board of Education.

WITNESS our signatures this sixteenth day of November, two thousand and eighteen, in Austin, Texas.

Donna Bahorich, Chair

Ruben Cortez, Jr., Secretary

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Cal Farley's provides professional programs and services in a Christ-centered atmosphere to strengthen families and support the overall development of children.

P.O. Box 1890 • Amarillo, Texas • 79174-0001
800-687-3722 • calfarley.org

September 24, 2018

Mr. Jeffrey Cottrill
Texas Education Agency
1701 North Congress Street
Austin, Texas 78701-1494

Dear Jeffrey,

We have enclosed correspondence from Cal Farley's Boys Ranch President and CEO, Dan Adams, to Commissioner Morath requesting reappointment of Robert Marshall to the Cal Farley's Boys Ranch Independent School District Board of Trustees at the November 2018 meeting of the State Board of Education.

Also enclosed are Mr. Marshall's most recent background checks from the DPS, DFPS, and FBI; resume; and signed and dated "Statement to Accompany."

We appreciate your assistance in processing this request for presentation at the November 2018 meeting of the State Board of Education. If you have any questions or require additional information, please call or email me at 806-322-2643 or sandrasargus@calfarley.org.

Sincerely,

Sandra Sargus
Executive Assistant to the
President and Chief Executive Officer

Enclosures

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800-687-3722 • calfarley.org

September 24, 2018

Mr. Mike Morath
Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Dear Mr. Morath:

In my current capacity as President and Chief Executive Officer of Cal Farley's Boys Ranch, I request that the State Board of Education, at its November 2018 meeting, reappoint **Mr. Robert Marshall** to the Boys Ranch Independent School District (BRISD) Board of Trustees. Mr. Marshall is qualified under Texas law and meets all requirements.

Mr. Marshall's resume is enclosed, along with a signed statement expressing his willingness to accept the appointment and serve in full adherence to the state-established standards for school board members and certifying that the biographical information is true and correct. Also enclosed are background checks from the Texas Department of Family and Protective Services, Texas Department of Public Safety, and Federal Bureau of Investigation.

I understand the BRISD Board of Trustees has the power to govern and oversee management of the district, and my power is limited to duty as defined by statutes relating to the process of appointing members to the BRISD Board of Trustees. I also certify that the membership composition of the BRISD Board of Trustees is in full compliance with the provisions of the Texas Education Code, section 11.352. I further certify that the role of the BRISD superintendent is in full compliance with the provisions of the Texas Education Code, section 11.201.

Should you have any questions, please contact me at 806-322-2609 or via e-mail at danadams@calfarley.org.

I appreciate your consideration and look forward to confirmation of this appointment.

Sincerely,

Dan Adams
President and Chief Executive Officer

Enclosures

DA:sjs

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ROBERT W. MARSHALL

P. O. BOX 12

Boys Ranch, TX 79010

robertmarshall@calfarley.org

(806)533-1205 (O) or (806)549-3530 (C)

EDUCATION

Hardin-Simmons University, Abilene, TX; M.Ed., GPA 3.5. Major in Counseling and Human Development. 1994

McMurry University, Abilene, TX; B.A., GPA 3.1. Major in Applied Sociology, Minor in Psychology. 1992

LICENSES AND CERTIFICATIONS

<i>Licensed Professional Counselor-supervisor</i>	<i>2001 to Present</i>
<i>Licensed Childcare Administrator</i>	<i>2000 to Present</i>
<i>Equine Assisted Growth and Learning Therapist</i>	<i>2018 to Present</i>
<i>Life Space Crisis Intervention Senior Trainer</i>	
<i>Response Ability Pathways Senior Trainer</i>	

EMPLOYMENT

Vice President, Operations, Cal Farley's Boys Ranch, 2018 – present.

- Responsible for providing oversight, consultation, and support for all operational areas of the Cal Farley program and ensuring that all operational departments function in support of the highest quality residential childcare program. Directly oversees the Medical Clinic, Equine Program, and the Purchasing and Facilities Departments.
- Assures that accurate and contemporary campus procedures related to operational activities are maintained and published. Ensures adherence to the Cal Farley Model of Leadership and Service.
- Represents the organization with major clients, donors, local communities, and the general public.
- Supervises staff in, and personally exhibits, appropriate interaction with residents.
- Participates in various professional associations and community activities to enhance organizational visibility and further personal development.
- Exercises the usual authority of a Vice President concerning staffing, performance appraisals, employee development and advancement, and assumes additional tasks/special projects as assigned by the Executive Vice President/COO.

Administrator, Residential Communities, Cal Farley's Boys Ranch, 2014 – 2018.

- Oversee campus life program for up to 300 residents and the staff that supervise the homes.
- Supervise or oversee supervision of approx. 110 staff members including supervisors, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 26 homes, approx. \$8 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Administrator, Girls and Pre-Adolescents. Cal Farley's Boys Ranch, May 2010 – Present.

- Oversee home-life and casework program for approx. 164 residents and their families.
- Supervise or oversee supervision of approx. 85 staff members including supervisors, caseworkers, house-parents, and auxiliary home-life staff.
- Develop and manage program and staff budget for 14 homes, approx. \$4 million per year.
- Liaison with public school officials to ensure quality educational programming for residents
- Work closely with Texas Department of Family and Protective Services staff at both the local and state level.

Campus Administrator, Cal Farley's Girlstown, U.S.A., May 2001 to May 2010.

- Oversaw entire residential program for 60 residents and 50 employees at satellite campus in Whiteface, TX
- Managed the medical program consisting of a R.N. and a contract Psychiatrist, Dentist, and Orthodontist.
- Developed and managed annual budget of approx. \$5.5 million per year.
- Planned on oversaw the construction of two major building projects: a chapel and a resident home with a budget of around \$2 million for each project.
- Worked with the surrounding communities to promote Girlstown and Cal Farley's.
- Spoke at public events and meetings to tell the Cal Farley story and promote the programs.
- Liaison with public school officials to ensure quality educational offerings for residents
- Worked closely with Texas Department of Family and Protective Services staff at the local and state level.

Assistant Administrator, Cal Farley's Girlstown, U.S.A., May 1999 to May 2001.

- Assisted in the management of the entire residential program at Cal Farley's Girlstown, U.S.A.
- Directly supervised home-life, chapel, and operations staff.
- Assisted with the management of the medical and clinical program.
- Assisted with development and management of campus budget.
- Assisted with the management of the construction of one residential home.
- Liaison with public school officials to ensure quality educational offerings for our residents.

Manager, Intensive Support Services, MHMR Services or the Concho Valley, San Angelo, TX Sept 1998 to May 1999.

- Managed the Mental Health Intensive Support Services programs including budget planning; staff supervision, recruitment, and retention; program supervision of shelter, MH Supportive Employment, MH support services/casework, MH Supportive Living/Apartment program, and Assertive Community Treatment Team.
- Worked closely with TDMHMR staff.
- Monitored productivity and quality of services.
- Liaison with MH clinical and counseling staff.
- Managed compliance with local and state policies and standards.

Executive Director, Adult Day Care of San Angelo, San Angelo, TX. May 1998 to Sept 1998.

- Oversaw daily center operations.
- Developed and managed annual budget.
- Public Relations.
- Managed personnel issues.

Assertive Community Treatment Team Leader. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1996 to May 1998.

- Directed A.C.T. program.
- Supervised professional staff.
- Chaired treatment team.
- Liaison with families, local facilities, state facilities, hospital staff, and law enforcement

M.H. Caseworker III, Crisis Intervention Services. MHMR Services for the Concho Valley, San Angelo, TX. Oct. 1995 to Oct. 1996.

- Performed intake assessments and presented to MH treatment team.
- Screened walk-in clients.
- Co-Supervised Crisis Center staff.
- Liaison with center and community services, including hospitals and law enforcement.

Case Manager/Dorm Director. Wackenhut Corrections Corporation, Coke County Juvenile Justice Center, Bronte, TX. Oct. 1994 to Oct. 1995.

- Performed individual and group therapy to incarcerated adolescent girls.
- Managed programs for up to 3 dorms.
- Supervised staff including dorm security staff and caseworker.
- Coordinated with the Texas Youth Commission probation officers and statewide staff.

M.R. Case Manager. Abilene Regional MHMR, Abilene, TX. May 1994 to Sept. 1994.

- Coordinated services for caseload of intellectually challenged individuals.
- Facilitated staffings on quarterly basis.
- Provide casework services for the consumers.
- Develop and monitor case plans for the consumers.

Adjunct Instructor of Sociology, McMurry University, Abilene, TX. May 1994 to Dec. 1994.

Courses: Introduction to Sociology and Contemporary Social Problems

LEADERSHIP/SERVICE

Texas Network of Youth Services, Statewide

Board Chair/President	2010 to 2016
1 st Vice President	2008 to 2010
2 nd Vice President	2006 to 2008
Western Representative	2004 to 2006

Texas Coalition of Homes for Children, Statewide

Cal Farley Representative	2003 to Present
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South Plains Community Action Association, South Plains of Texas

Board of Directors	2008 to 2010
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Special Olympics, Lubbock and Amarillo

Volunteer	2000 to Present
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Concho Valley Critical Incident Stress Management Team

President	1997-1998
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Human Rights Committee, Bethphage Mission, San Angelo

Member	1996 - 1999
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SPECIAL TRAININGS

Satori Alternatives for Managing Aggression (SAMA) 1999 to Present

Response Abilities Pathways, Senior Trainer

Life Space Crisis Intervention, Senior Trainer

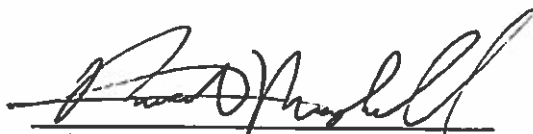
Neurosequential Model of Therapeutics, Dr. Bruce Perry 2008 to Present

Reduction of Seclusion and Restraint Training, Hogg Foundation Program

Critical Incident Stress Management Training, Concho Valley Chapter

STATEMENT TO ACCOMPANY
BOYS RANCH INDEPENDENT SCHOOL DISTRICT
SCHOOL BOARD TRUSTEE APPOINTMENT REQUEST
FOR
ROBERT W. MARSHALL

I, **Robert W. Marshall**, verify that I am qualified under the general school laws of Texas to be a BRISD School Board Trustee. I certify that the attached biographical information is true and correct. I am willing to accept the appointment as BRISD School Board Trustee and serve in such capacity with full adherence to the state-established standards for the duties and responsibilities of school board members.


Robert W. Marshall (signature)

9/10/18
Date

Text of Proposed Revisions to 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies**Subchapter A. Elementary****§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Adopted 2018 [~~Beginning with School Year 2011-2012~~].**

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the ~~2020-2021~~ [~~2019-2020~~] [~~2011-2012~~] school year.

§113.11. Social Studies, Kindergarten, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

(a) Introduction.

- (1) In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that holidays are celebrations of special events. The student is expected to:
- (A) ~~identify~~ ~~[explain the reasons for]~~ national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day; and
- (B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.
- (2) History. The student understands how historical figures ~~[, patriots, and good citizens]~~ helped shape the ~~[community,]~~ state [,] and nation. The student is expected to ~~[-]~~
- ~~[(A)]~~ identify contributions of historical figures, including Stephen F. Austin, George Washington, ~~[and]~~ Christopher Columbus, and José Antonio Navarro, ~~[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.]~~
- ~~[(3)]~~ ~~History. The student understands the concept of chronology. The student is expected to:]~~
- ~~[(A)]~~ ~~place events in chronological order; and]~~
- ~~[(B)]~~ ~~use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.]~~
- (3) ~~[(4)]~~ Geography. The student understands the concept of location. The student is expected to:
- (A) use spatial terms, including over, under, near, far, left, and right, to describe relative location;
- (B) locate places on the school campus and describe their relative locations; and
- (C) identify and use ~~[explore]~~ geographic tools that aid in determining location, including maps and globes.
- (4) ~~[(5)]~~ Geography. The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them . The student is expected to:
- (A) identify the physical characteristics of place such as landforms, bodies of water, Earth's ~~[natural]~~ resources, and weather; and
- (B) identify how geographic location influences ~~[the]~~ human characteristics of place such as ~~[ways of earning a living,]~~ shelter, clothing, food, and activities ~~[are based upon geographic location]~~ .
- (5) ~~[(6)]~~ Economics. The student understands the difference between ~~[that basic]~~ human needs and wants and how they are met ~~[in many ways]~~ . The student is expected to:
- (A) identify basic human needs of food, clothing, and shelter;
- (B) explain the difference between needs and wants; and
- (C) explain how basic human needs and wants can be met ~~[such as through self producing, purchasing, and trading]~~ .
- (6) ~~[(7)]~~ Economics. The student understands the value of jobs. The student is expected to:
- (A) identify jobs in the home, school, and community; and
- (B) explain why people have jobs.

- (7) ~~(8)~~ Government. The student understands the purpose of rules. The student is expected to:
- (A) identify purposes for having rules; and
 - (B) identify rules that provide order, security, and safety in the home and school.
- (8) ~~(9)~~ Government. The student understands the role of authority figures. The student is expected to:
- (A) identify authority figures in the home, school, and community; and
 - (B) explain how authority figures ~~make and~~ enforce rules.
- (9) ~~(10)~~ Citizenship. 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 flag and the Texas state flag ;
 - (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; and
 - ~~(C) identify Constitution Day as a celebration of American freedom; and~~
 - (C) ~~(D)~~ use voting as a method for group decision making.
- (10) ~~(11)~~ Culture. The student understands similarities and differences among individuals ~~people~~ . The student is expected to ;
- ~~(A)~~ identify similarities and differences among individuals ~~people~~ such as kinship ~~;~~ laws; and religion ~~;~~ and
 - ~~(B) identify similarities and differences among people such as music, clothing, and food.~~
- (11) ~~(12)~~ Culture. The student understands the importance of family ~~customs and~~ traditions. The student is expected to:
- (A) describe and explain the importance of family ~~customs and~~ traditions; and
 - (B) compare ~~family customs and~~ traditions among families .
- (12) ~~(13)~~ Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:
- (A) identify examples of technology used in the home and school;
 - (B) describe how technology helps accomplish specific tasks and meet people's needs; and
 - (C) describe how his or her life might be different without modern technology.
- (13) ~~(14)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) gather ~~obtain~~ information about a topic using a variety of valid oral and visual sources such as ~~conversations;~~ interviews, and music , pictures, symbols, and artifacts with adult assistance ; and
 - ~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and~~
 - (B) ~~(C)~~ sequence and categorize information.
- (14) ~~(15)~~ Social studies skills. The student communicates in oral and visual forms. The student is expected to:
- (A) place events in chronological order;

- (B) ~~use social studies terminology [~~correctly~~] related to time and chronology correctly .~~
including before, after, next, first, last, yesterday, today, and tomorrow;
 - (C) [~~A~~] express ideas orally based on knowledge and experiences; and
 - (D) [~~B~~] create and interpret visuals, including pictures and maps.
- (15) [~~16~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~] . The student is expected to [2]
- [~~A~~] use [a] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]
 - [~~B~~] ~~use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.~~

§113.12. Social Studies, Grade 1, Adopted 2018 [~~Beginning with School Year 2011-2012~~] .

(a) Introduction.

- (1) In Grade 1, students study their relationship to the classroom, school, and community to establish the foundation for responsible citizenship in society. Students develop concepts of time and chronology by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students create simple maps to identify the location of places in the classroom, school, and community. Students explore the concepts of goods and services and the value of work. Students identify individuals who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. Students practice problem-solving, decision-making, and independent-thinking skills.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 1 is not required to participate in Celebrate

Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 1 Texas essential knowledge and skills include standards related to this patriotic observance.

- (8) Students ~~identify and~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~either met or failed to meet~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
- (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day ~~San Jacinto Day~~, Independence Day, and Veterans Day; and
- (B) compare the observance of holidays and celebrations ~~past and present~~.
- (2) History. The student understands how historical figures ~~past patriots, and good citizens~~ helped shape the ~~community,~~ state ~~and~~ and nation. The student is expected to:
- (A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the ~~community,~~ state ~~and~~ and nation; and
- ~~(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and~~
- ~~(B) (C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state and nation.~~
- ~~(3) History. The student understands the concepts of time and chronology. The student is expected to:~~
- ~~(A) distinguish among past, present, and future;~~
- ~~(B) describe and measure calendar time by days, weeks, months, and years; and~~
- ~~(C) create a calendar and simple timeline.~~
- (3) ~~(4)~~ Geography. The student understands the relative location of places. The student is expected to:
- (A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
- (B) ~~(A)~~ locate places using the four cardinal directions ~~and~~
- ~~(B) describe the location of self and objects relative to other locations in the classroom and school.~~
- (4) ~~(5)~~ Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
- (A) create and use simple maps such as maps of the home, classroom, school, and community; and
- (B) locate and explore the community, Texas, and the United States on maps and globes.
- (5) ~~(6)~~ Geography. The student understands various physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
- (A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's natural resources, and weather; and

- ~~(B) identify examples of and uses for natural resources in the community, state, and nation; and~~
- (B) ~~(C)~~ identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities ~~[are based upon geographic location]~~.
- (6) ~~(7)~~ Economics. The student understands how families meet basic human needs. The student is expected to:
- (A) describe ways that families meet basic human needs; and
 - (B) describe similarities and differences in ways families meet basic human needs.
- (7) ~~(8)~~ Economics. The student understands the concepts of goods and services. The student is expected to:
- (A) identify examples of goods and services in the home, school, and community;
 - (B) identify ways people exchange goods and services; and
 - (C) identify the role of markets in the exchange of goods and services.
- (8) ~~(9)~~ Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
- (A) identify examples of people wanting more than they can have;
 - (B) explain why wanting more than they can have requires that people make choices; and
 - (C) identify examples of choices families make when buying goods and services.
- (9) ~~(10)~~ Economics. The student understands the value of work. The student is expected to:
- (A) describe the tools ~~[components]~~ of various jobs and the characteristics of a job well performed; and
 - (B) describe how various ~~[specialized]~~ jobs contribute to the production of goods and services.
- (10) ~~(11)~~ Government. The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the purpose for rules and laws in the home, school, and community; and
 - (B) identify rules and laws that establish order, provide security, and manage conflict.
- (11) ~~(12)~~ Government. The student understands the role of authority figures and ~~[;]~~ public officials ~~[; and citizens]~~. The student is expected to:
- (A) identify the responsibilities of authority figures in the home, school, and community; and
 - (B) identify and describe the roles of public officials in the community, state, and nation ~~[; and]~~
- ~~[(C) identify and describe the role of a good citizen in maintaining a constitutional republic.]~~
- (12) ~~(13)~~ Citizenship. 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, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; and

(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin ~~[, Francis Scott Key,]~~ and Eleanor Roosevelt ~~; [who have exemplified good citizenship; and]~~

~~[(C) — identify other individuals who exemplify good citizenship.]~~

(13) [(14)] Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that [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;

(C) identify anthems and mottoes of Texas and the United States;

(D) explain and practice voting as a way of making choices and decisions; and

(E) explain how patriotic customs and celebrations reflect American individualism and freedom ~~; [and]~~

~~[(F) — identify Constitution Day as a celebration of American freedom.]~~

(14) [(15)] Culture. The student understands the importance of family and community beliefs, ~~[customs,]~~ language, and traditions. The student is expected to:

(A) describe and explain the importance of ~~[various]~~ beliefs, ~~[customs,]~~ language, and traditions of families and communities; and

(B) explain the way folktales and legends ~~[such as Aesop's fables]~~ reflect beliefs, ~~[customs,]~~ language, and traditions of communities.

(15) [(16)] Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:

(A) describe how technology has affected ~~[changes]~~ the ways families live; ~~[and]~~

(B) describe how technology has affected ~~[changes]~~ communication, transportation, and recreation ~~; and [; [and]~~

(C) — identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.

~~[(C) — describe how technology changes the way people work.]~~

~~[(16) — Science, technology, and society. The student identifies individuals who created or invented new technology that affected daily life. The student is expected to identify scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan and their contributions.]~~

(16) [(17)] Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:

(A) gather [obtain] information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, ~~[and]~~ music ~~, pictures, symbols, and artifacts with adult assistance ; and~~

~~[(B) — obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and]~~

(B) ~~[(C)]~~sequence and categorize information.

(17) ~~(18)~~ Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

- (A) use a simple timeline to distinguish among past, present, and future;
- (B) use a calendar to describe and measure time in days, weeks, months, and years;
- (C) ~~(A)~~ express ideas orally based on knowledge and experiences; ~~and~~
- (D) ~~(B)~~ create and interpret visual and written material ; ~~and~~ ~~;~~
- (E) use social studies terminology correctly.

(18) ~~(19)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~ . The student is expected to ~~;~~

- ~~(A)~~ use ~~[a]~~ problem-solving ~~and decision-making processes~~ ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~;~~ ~~and~~
- ~~(B)~~ ~~use a decision making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.]~~

§113.13. Social Studies, Grade 2, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) Introduction.

- (1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Grade 2 is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Grade 2 Texas essential knowledge and skills include standards related to this patriotic observance.
- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:
- (A) explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving; and
- (B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.
- ~~[(2) History. The student understands the concepts of time and chronology. The student is expected to:]~~
- ~~[(A) describe the order of events by using designations of time periods such as historical and present times;]~~
- ~~[(B) apply vocabulary related to chronology, including past, present, and future; and]~~
- ~~[(C) create and interpret timelines for events in the past and present.]~~
- ~~[(3) History. The student understands how various sources provide information about the past and present. The student is expected to:]~~
- ~~[(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and]~~
- ~~[(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.]~~
- (2) ~~[(4)]~~ History. The student understands how historical figures ~~[, patriots, and good citizens]~~ helped shape the community, state, and nation. The student is expected to:
- (A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, ~~[John Hancock,]~~ and Theodore Roosevelt, who have influenced the ~~[community,]~~ state ~~;~~ and nation; and
- ~~[(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and]~~
- (B) ~~[(C)]~~ describe ~~[discuss]~~ [explain] how people and events have influenced local community history.
- (3) ~~[(5)]~~ Geography. The student uses simple geographic tools, including ~~[such as]~~ maps and globes. The student is expected to:
- (A) identify and use [interpret] information on maps and globes using basic map elements such as title, cardinal directions ~~[orientation (north, south, east, west)]~~, and legend ~~[legend/map keys]~~; and

- (B) create maps to show places and routes within the home, school, and community.
- (4) ~~(6)~~ Geography. The student understands the location [~~locations and characteristics~~] of places [~~and regions~~] in their [~~the~~] community, state, country, and the world [~~and nation~~]. The student is expected to:
- (A) identify major landforms and bodies of water, including each of the seven continents and each of the [~~four~~] oceans, on maps and globes; and
- (B) locate places [~~of significance~~], including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of [~~major cities in Texas, the coast of Texas,~~] Canada and [~~;~~] Mexico [~~;~~ and the United States] on maps and globes. [~~;~~ and]
- ~~[(C) examine information from various sources about places and regions.]~~
- ~~[(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:]~~
- ~~[(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns:]~~
- ~~[(B) describe how natural resources and natural hazards affect activities and settlement patterns:]~~
- ~~[(C) explain how people depend on the physical environment and natural resources to meet basic needs; and]~~
- ~~[(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.]~~
- (5) ~~(8)~~ Geography. The student understands how humans use and modify the physical environment. The student is expected to:
- (A) identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture [~~clearing land for urban development and agricultural use~~], and drilling for oil;
- (B) identify [~~positive and negative~~] consequences of human modification of the physical environment [~~such as the use of irrigation to improve crop yields~~]; and
- (C) identify ways people can conserve and replenish Earth's [~~natural~~] resources.
- (6) ~~(9)~~ Economics. 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~~].
- (7) ~~(10)~~ Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
- (A) distinguish between producing and consuming;
- (B) identify ways in which people are both producers and consumers; and
- (C) trace [~~discuss~~] [~~examine~~] the development of a product from a natural resource to a finished product.
- (8) ~~(11)~~ Government. The student understands the purpose of governments. The student is expected to:
- (A) identify functions of governments such as establishing order, providing security, and managing conflict; and

- (B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community ; ~~and~~
- ~~[(C) describe how governments tax citizens to pay for services.]~~
- (9) ~~[(12)]~~ Government. The student understands the role of public officials. The student is expected to:
- (A) name current public officials, including mayor, governor, and president;
- (B) compare the roles of public officials, including mayor, governor, and president;
- (C) identify ways that public officials are selected, including election and appointment to office; and
- (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- (10) ~~[(13)]~~ Citizenship. 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, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
- (B) identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, ~~[World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers,]~~ and Sojourner Truth ~~[who have exemplified good citizenship]~~ ; and
- ~~[(C) identify other individuals who exemplify good citizenship; and]~~
- ~~(C) [(D)]~~ identify ways to actively practice good citizenship, including involvement in community service.
- (11) ~~[(14)]~~ Citizenship. The student understands important symbols, ~~[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) sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful"; ~~and~~
- (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 ~~;~~ ~~and~~
- ~~(D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.~~
- ~~[(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.]~~
- ~~[(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:]~~
- ~~[(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and]~~

- ~~(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.]~~
- (12) ~~(16)~~ Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:
- (A) identify the significance of various ethnic and/or cultural celebrations; and
 - (B) compare ethnic and/or cultural celebrations.
- (13) ~~(17)~~ Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have affected ~~[change]~~ communication, transportation, and recreation; and
 - (B) explain how science and technology have affected ~~[change]~~ the ways in which people meet basic needs.
- ~~(14) Science, technology, and society. The student identifies individuals who exhibited individualism and inventiveness. The student is expected to identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.~~
- (15) ~~(18)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) gather ~~[obtain]~~ information about a topic using a variety of valid oral and visual sources such as ~~[conversations,]~~ interviews, ~~[and]~~ music, pictures, maps, and artifacts; and
 - (B) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.
 - ~~(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;]~~
 - ~~(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches to locate information;]~~
 - ~~(D) sequence and categorize information; and]~~
 - ~~(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting;]~~
- (16) ~~(19)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) describe the order of events by using designations of time periods such as historical and present times;
 - (B) apply vocabulary related to chronology, including past, present, and future;
 - (C) create and interpret timelines for events in the past and present;
 - (D) use social studies terminology correctly;
 - (E) ~~(A)~~ express ideas orally based on knowledge and experiences; and
 - (F) ~~(B)~~ create written and visual material such as stories, ~~[poems,]~~ maps, and graphic organizers to express ideas.
- (17) ~~(20)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~. The student is expected to ~~[~~

~~[(A)]~~ use [a] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]

~~[(B)]~~ use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

§113.14. Social Studies, Grade 3, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.

- (B) 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 from the Declaration of Independence : "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."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
 - (A) describe how individuals, events, and ideas have changed communities, past and present;
 - (B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, ~~[Benjamin Banneker,]~~ and Benjamin Franklin, who have helped to shape communities; and
 - (C) describe how individuals, including Daniel Boone and ~~[, Christopher Columbus,]~~ the Founding Fathers ~~[, and Juan de Oñate,]~~ have contributed to the expansion of existing communities or to the creation of new communities.
 - (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
 - (A) identify reasons people have formed communities, including a need for security and laws , religious freedom, ~~[law,]~~ and material well-being; and
 - (B) compare ~~[identify]~~ ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation . ~~[; and]~~
 - ~~[(C) — compare ways in which various other communities meet their needs.]~~
 - ~~[(3) — History. The student understands the concepts of time and chronology. The student is expected to:]~~
 - ~~[(A) — use vocabulary related to chronology, including past, present, and future times:]~~
 - ~~[(B) — create and interpret timelines; and]~~
 - ~~[(C) — apply the terms year, decade, and century to describe historical times:]~~
 - (3) ~~[(4)]~~ Geography. The student understands how humans adapt to and/or modify ~~[variations in]~~ the physical environment. The student is expected to:
 - (A) describe similarities and differences ~~[and explain variations]~~ in the physical environment, including climate, landforms, natural resources, and natural hazards;
 - (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and
 - ~~[(C) — describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape:]~~

- (C) ~~(D)~~ describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape . ~~;~~ and
- ~~(E) identify and compare the human characteristics of various regions.]~~
- (4) ~~(5)~~ Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
- (A) use cardinal and intermediate directions to locate places on maps and globes ~~[such as the Rocky Mountains, the Mississippi River, and Austin, Texas,]~~ in relation to the local community;
- (B) use a scale to determine the distance between places on maps and globes; and
- ~~(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and]~~
- (C) ~~(D)~~ identify, create , and interpret maps of places ~~[and regions]~~ that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (5) ~~(6)~~ Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving, and donating money; and
- (B) create a simple budget that allocates money for spending and ~~;~~ saving ~~[-and donating]~~ .
- ~~(7) Economics. The student understands the concept of the free enterprise system. The student is expected to:]~~
- ~~(A) define and identify examples of scarcity:]~~
- ~~(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and]~~
- ~~(C) explain the concept of a free market as it relates to the U.S. free enterprise system.]~~
- (6) ~~(8)~~ Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
- ~~(A) identify examples of how a simple business operates;]~~
- (A) ~~(B)~~ explain how supply and demand affect the price of a good or service;
- (B) define and identify examples of scarcity;
- (C) explain how the cost of production and selling price affect profits; and
- ~~(D) explain how government regulations and taxes impact consumer costs; and]~~
- (D) ~~(E)~~ identify individuals, past and present, such as ~~[including]~~ Henry Ford and ~~[other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and]~~ Sam Walton ~~;~~] who have started new businesses.
- (7) ~~(9)~~ Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
- (B) identify local, state, and national government officials and explain how they are chosen; and
- (C) identify services commonly provided by local, state, and national governments . ~~;~~ and
- ~~(D) explain how local, state, and national government services are financed.]~~

- (8) ~~(10)~~ Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
 - (B) describe ~~[and explain the importance of]~~ the concept of "consent of the governed," ~~[as it relates to the functions of local, state, and national government.]~~
- (9) ~~(11)~~ Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
 - ~~[(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;]~~
 - (B) ~~[(A)]~~ ~~[(B)]~~ identify [historical] figures such as Helen Keller, [Helen Keller and] Clara Barton, and ~~[contemporary figures such as]~~ Ruby Bridges [and military and first responders] who exemplify good citizenship; ~~[and]~~
 - (C) ~~[(B)]~~ ~~[(C)]~~ identify and describe [discuss] [explain the importance of] individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; and [;]
 - (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- ~~(10) (12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:~~
- ~~[(A) give examples of community changes that result from individual or group decisions;]~~
 - ~~[(B) identify examples of actions individuals and groups can take to improve the community; and]~~
 - ~~[(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.]~~
- (10) ~~(11)~~ ~~(13)~~ Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
 - (B) compare ethnic and/or cultural celebrations in the local community with other communities.
- (11) ~~(12)~~ ~~(14)~~ Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and describe [compare] the heroic deeds of state and national heroes and military and first responders such as [including] Hector P. Garcia, [and] James A. Lovell, and the Four Chaplains [other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes]; and

- (B) identify and describe [analyze] the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes [including military and first responders such as the Four Chaplains] .
- (12) [~~(13)~~] [~~(15)~~] Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to []
- (~~(A)~~) identify how [discuss] [identify] various [individual] writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder [and Phillis Wheatley] and [examples of their cultural heritage through] their stories, poems, statues, and paintings contribute to the cultural heritage of communities . [and other examples of cultural heritage from various communities; and]
- (~~(B)~~) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.
- (13) [~~(14)~~] [~~(16)~~] Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as [scientists and inventors, including] Jonas Salk, [Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as] Cyrus McCormick, Bill Gates, [and] Louis Pasteur , and others ; and
- (B) describe [identify] the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (14) [~~(15)~~] [~~(17)~~] Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:
- (A) gather [research] information, including historical and current events [] and geographic data, about the community [and world,] using a variety of [valid print, oral, visual, and Internet] resources;
- (~~(B)~~) interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; and
- (~~(B)~~) sequence and categorize information;
- (~~(C)~~) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
- (~~(D)~~) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
- (~~(C)~~) [~~(E)~~] interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps . [and]
- (~~(F)~~) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (15) [~~(16)~~] [~~(18)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) create and interpret timelines;
- (C) apply the terms year, decade, and century to describe historical times;

~~(D)~~ ~~(A)~~ express ideas orally based on knowledge and experiences; and

~~(E)~~ ~~(B)~~ ~~[use technology to]~~ create written and visual material such as stories, ~~[poems,]~~ pictures, maps, and graphic organizers to express ideas ~~.~~ ~~[;and]~~

~~[(C) use standard grammar, spelling, sentence structure, and punctuation.]~~

~~(16)~~ ~~(17)~~ ~~(19)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[in a variety of settings]~~ . The student is expected to ~~[;]~~

~~(A)~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~.~~ ~~[;and]~~

~~(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.15. Social Studies, Grade 4, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) Introduction.

- (1) In Grade 4, students examine the history of Texas from the early beginnings to the present within the context of influences of North America. Historical content focuses on Texas history, including the Texas Revolution, establishment of the Republic of Texas, and subsequent annexation to the United States. Students discuss important issues, events, and individuals of the 19th, 20th, and 21st centuries. Students conduct a thorough study of regions in Texas and North America resulting from human activity and from physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Students describe how early American Indians in Texas and North America met their basic economic needs. Students identify motivations for European exploration and colonization and reasons for the establishment of Spanish settlements and missions. Students explain how American Indians governed themselves and identify characteristics of Spanish colonial and Mexican governments in Texas. Students recite and explain the meaning of the Pledge to the Texas Flag. Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas ~~[and North America]~~ before European exploration. The student is expected to:
 - (A) explain the possible origins of American Indian groups in Texas ~~[and North America]~~ ;
 - (B) identify and compare the ways of life of American Indian groups in Texas ~~[and North America]~~ before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano;
 - (C) describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern ~~[and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama Coushatta, and Kickapoo]~~ ; and
 - (D) locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.
 - ~~[(D) — compare the ways of life of American Indian groups in Texas and North America before European exploration.]~~
 - (2) History. The student understands the causes and effects of European exploration and colonization of Texas ~~[and North America]~~. The student is expected to:
 - (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

- (B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;
 - (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals ~~[such as José de Escandón]~~ ;
 - (D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and
 - (E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
- (3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:
- (A) analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;
 - (B) summarize the significant contributions of individuals such as ~~[Texians]~~ William B. Travis, James Bowie, David Crockett, ~~[George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier,]~~ Juan N. Seguín, Plácido Benavides, ~~[and]~~ José Francisco Ruiz , ~~[; Mexicans]~~ Antonio López de Santa Anna , ~~[and Vicente Filisola; and non-combatants]~~ Susanna Dickinson , and Enrique Esparza;
 - (C) identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;
 - (D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and
 - (E) explain the events that led to the annexation of Texas to the United States and ~~[; including]~~ the impact of the U.S.-Mexican War.
- (4) History. 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 such as ~~[; including]~~ contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
 - (C) explain the effects of the railroad industry ~~[identify the impact of railroads]~~ on life in Texas, including changes to cities and major industries; and
 - (D) explain ~~[examine]~~ the effects on ~~[upon]~~ American Indian life brought about by ~~[resulting from changes in Texas, including]~~ the Red River War, building of U.S. forts and railroads, and loss of buffalo.
- (5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:
- (A) explain ~~[identify]~~ the impact of various ~~[issues and]~~ events on life in Texas such as ~~[urbanization, increased use of oil and gas,]~~ the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals ; and

- (B) explain the development and impact of the oil and gas industry on ~~upon~~ industrialization and urbanization in Texas, including [~~important places and people such as~~] Spindletop and important people such as Pattillo Higgins ; [~~and~~]
- ~~[(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.]~~
- ~~[(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~
- ~~[(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.]~~
- ~~(6) [(7)]~~ Geography. The student understands the concept of regions. The student is expected to:
- ~~[(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;]~~
- (A) ~~[(B)]~~ identify, locate, and describe ~~[compare]~~ the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, [and] vegetation , and economic activities ; and
- (B) ~~[(C)]~~ compare the physical ~~[geographic]~~ regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) [with regions of the United States and other parts of the world] .
- ~~(7) [(8)]~~ Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
- (A) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present; and
- (B) ~~[(A)]~~ identify and explain [clusters and] patterns of settlement such as the location of towns and cities in Texas at different time periods ; [such as prior to the Texas Revolution, after the building of the railroads, and following World War II;]
- ~~[(B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and]~~
- ~~[(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.]~~
- ~~(8) [(9)]~~ Geography. The student understands how people adapt to and modify their environment. The student is expected to:
- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
- (B) explain ~~[identify]~~ reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities; and
- (C) compare the positive and negative consequences of human modification of the environment in Texas, past and present [, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality] .

- (9) ~~(10)~~ Economics. The student understands the basic economic activities of early societies in Texas ~~and North America~~. The student is expected to:
- (A) explain the economic activities various early American Indian groups in Texas ~~and North America~~ used to meet their needs and wants such as farming, trading, and hunting; and
 - (B) explain the economic activities early settlers ~~immigrants~~ to Texas used to meet their needs and wants.
- (10) ~~(11)~~ Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:
- (A) describe how the free enterprise system works, including supply and demand;
 - (B) identify examples of the benefits of the free enterprise system such as choice and opportunity; and
 - (C) ~~(A)~~ describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom. ~~;~~
 - ~~(B) describe how the free enterprise system works, including supply and demand; and~~
 - ~~(C) give examples of the benefits of the free enterprise system such as choice and opportunity.~~
- (11) ~~(12)~~ Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:
- (A) identify ~~explain~~ how people in different regions of Texas earn their living, past and present ~~through a subsistence economy and providing goods and services~~ ;
 - (B) explain how physical geographic factors such as climate ~~transportation~~ and natural resources have influenced the location of economic activities in Texas;
 - (C) identify ~~analyze~~ the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas; and
 - ~~(D) describe the impact of mass production, specialization, and division of labor on the economic growth of Texas;~~
 - (D) ~~(E)~~ explain how developments in transportation and communication have influenced economic activities in Texas ~~and~~
 - ~~(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.~~
- ~~(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:~~
- ~~(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;~~
 - ~~(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and~~
 - ~~(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.~~
- (12) ~~(14)~~ Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

- (A) compare how various American Indian groups such as the Caddo and the Comanche governed themselves; and
 - (B) ~~[identify and]~~ compare characteristics of the Spanish colonial government and the early Mexican governments in ~~[and their influence on inhabitants of]~~ Texas.
- (13) ~~(15)~~ Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:
- (A) identify the purposes and explain the importance of the Texas Declaration of Independence and ~~[;]~~ the Texas Constitution ~~[; and other documents such as the Meusebach-Comanche Treaty]~~ ;
 - (B) identify and explain the basic functions of the three branches of government according to the Texas Constitution; and
 - (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).
- (14) ~~(16)~~ Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:
- (A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument ~~[; the Alamo, and various missions]~~ ;
 - (B) sing or recite "Texas, Our Texas";
 - (C) recite and explain the meaning of the Pledge to the Texas Flag; and
 - (D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.
- (15) ~~(17)~~ Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (A) identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll;
 - (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, ~~[holding public officials to their word,]~~ writing letters ~~;~~ ~~[;]~~ and participating in historic preservation and service projects;
 - (C) explain the duty of the individual in state and local elections such as being informed and voting;
 - (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, ~~[Sam Rayburn,]~~ Henry B. González, ~~[James A. Baker III,]~~ Wallace Jefferson, and other local individuals; and
 - (E) explain how to contact elected and appointed leaders in state and local governments.
- (16) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and
 - (B) identify leadership qualities of state and local leaders, past and present.

- (17) ~~(19)~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas culture . The student is expected to:
- ~~(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;~~
- (A) ~~(B)~~ identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, ~~the Strawberry Festival,~~ and Fiesta San Antonio; and
- (B) ~~(C)~~ summarize the contributions of artists ~~people~~ of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.
- (18) ~~(20)~~ Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:
- (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions; and
- (B) describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas . ~~;~~ and
- ~~(C) predict how future scientific discoveries and technological innovations might affect life in Texas.~~
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as technology ~~computer software~~ ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about ~~the United States and~~ Texas;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
- (D) identify different points of view about an issue, topic, historical event, or current event . ~~;~~ and
- ~~(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.~~
- ~~(20) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and~~
- ~~(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.~~
- (21) ~~(22)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;

- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies . [~~and~~]

~~[(E) use standard grammar, spelling, sentence structure, and punctuation.]~~

~~(22)~~ ~~(23)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~] . The student is expected to [~~]~~

~~[(A)]~~ use [~~a~~] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]

~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.16. Social Studies, Grade 5, Adopted 2018 [Beginning with School Year 2011-2012] .

(a) Introduction.

- (1) In Grade 5, students survey the history of the United States from 1565 to the present. Historical content includes the colonial period, the American Revolution, the establishment of the U.S. Constitution and American identity, westward expansion, the Civil War and Reconstruction, immigration and industrialization, and the 20th and 21st centuries. Students study a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students study the fundamental rights guaranteed in the Bill of Rights. Students examine the importance of effective leadership in a constitutional republic and identify important leaders in the national government. Students recite and explain the meaning of the Pledge of Allegiance to the United States Flag. Students describe the cultural impact of various racial, ethnic, and religious groups in the nation and identify the accomplishments of notable individuals in the fields of science and technology. Students explain symbols, traditions, and landmarks that represent American beliefs and principles. Students use critical-thinking skills to sequence, categorize, and summarize information and to draw inferences and conclusions.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (8) Students [identify and] discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved [either met or failed to meet] the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands the reasons for and the role of key people in the [causes and effects of] European colonization of North America [in the United States] beginning in 1565, the founding of St. Augustine. The student is expected to:
 - (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and
 - (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, [John Wise,] and Roger Williams.
 - (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States . The student is expected to:
 - (A) [identify and] analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;
 - (B) identify the Founding Fathers and Patriot heroes, including John Adams, [Samuel Adams,] Benjamin Franklin, [Nathan Hale,] Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

- (C) summarize the results of the American Revolution, including the establishment of the United States ~~[and the development of the U.S. military]~~ .
- (3) History. The student understands the significant individuals who contributed ~~[events that led from the Articles of Confederation]~~ to the creation of the U.S. Constitution and the government it established. The student is expected to ~~[:]~~
- ~~[(A) — identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and]~~
- ~~[(B)]~~ identify the contributions of Founding Fathers ~~[individuals, including]~~ James Madison ~~[:]~~ and ~~[others such as]~~ George Mason ~~[: Charles Pinckney, and Roger Sherman]~~ who helped create the U.S. Constitution.
- (4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:
- (A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing ;
- (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;
- ~~[(C) — identify reasons people moved west;]~~
- ~~(C) [(D)]~~ identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;
- ~~(D) [(E)]~~ explain ~~[identify]~~ the central role of the expansion of slavery in causing ~~[causes of]~~ ~~[the Civil War and other contributing factors, including]~~ sectionalism, disagreement over ~~[and]~~ ~~[:]~~ 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]~~ ; ~~[and]~~
- ~~(E) — explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and]~~
- ~~[(F) — explain how industry and the mechanization of agriculture changed the American way of life; and]~~
- ~~(F) [(E)] [(G)]~~ identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad .
- (5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:
- (A) explain the significance of ~~[analyze various]~~ issues and events of the 20th century such as industrialization, urbanization, ~~[increased use of oil and gas;]~~ the Great Depression, the world wars, the civil rights movement, and military actions;
- (B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and
- (C) identify the accomplishments and contributions of individuals and groups such as ~~[Jane Addams;]~~ Susan B. Anthony, ~~[Dwight Eisenhower;]~~ Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, ~~[Colin Powell;]~~ the Tuskegee Airmen, and the 442nd Regimental Combat Team ~~[who have made contributions to society]~~ in the areas of civil rights, women's rights, military actions, and politics.
- ~~[(6) — Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~

~~[(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and]~~

~~[(B) translate geographic data into a variety of formats such as raw data to graphs and maps.]~~

~~(6) [(7)]~~ Geography. The student understands places and ~~[the concept of]~~ regions in the United States. The student is expected to:

- (A) describe political and economic ~~[a variety of]~~ regions in the United States ~~[such as political, population, and economic regions]~~ that result from patterns of human activity;
- (B) describe ~~[a variety of]~~ regions in the United States based on physical characteristics such as landform, climate, and vegetation ~~[regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains]~~ ;
- (C) locate on a map important political features such as the five ~~[ten]~~ largest cities by population ~~[urban areas]~~ in the United States and ~~[]~~ the 50 states ~~[and their capitals, and regions such as the Northeast, the Midwest, and the Southwest]~~ ; and
- (D) create ~~[locate on]~~ a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains ~~[Mississippi River, and Great Plains]~~ .

~~(7) [(8)]~~ Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

- (A) identify and describe the patterns ~~[types]~~ of settlement such as rural, urban, and suburban ~~[and patterns of land use in the United States]~~ ;
- (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States ~~[, past and present]~~ ; and
- (C) analyze the geographic factors that influence ~~[reasons for]~~ the location of the five largest urban areas ~~[cities]~~ in the United States ~~[, including capital cities,]~~ and explain their distribution ~~[, past and present]~~ .

~~(8) [(9)]~~ Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe how and why people have adapted to and modified their environment in the United States ~~[, past and present,]~~ such as the use of human resources to meet basic needs; and
- (B) analyze the positive and negative consequences of human modification of the environment in the United States ~~[, past and present]~~ .

~~(9) [(10)]~~ Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

- (A) explain the economic patterns of early European colonies ~~[colonists]~~ ; and
- (B) identify major industries of colonial America such as shipbuilding and growing of cash crops .

~~(10) [(11)]~~ Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

- (A) identify ~~[describe]~~ the development of the free enterprise system in colonial America and the United States;
- (B) describe how the free enterprise system works in the United States; and
- (C) give examples of the benefits of the free enterprise system in the United States.

- (11) ~~(12)~~ Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:
- (A) explain how supply and demand affects consumers in the United States; and
 - (B) evaluate the effects of supply and demand on business, industry ; and agriculture, including the plantation system, in the United States.
- (12) ~~(13)~~ Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:
- (A) compare how people in different regions [parts] of the United States earn a living, past and present;
 - (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
 - (C) analyze the effects of immigration and ; migration [- and limited resources] on the economic development and growth of the United States; and
 - (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States ; [- and]
 - ~~(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.~~
- (13) ~~(14)~~ Government. The student understands the organization of governments in colonial America. The student is expected to:
- (A) [identify and] compare the systems of government of early European colonists, including representative government and monarchy; and
 - (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.
- (14) ~~(15)~~ Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:
- (A) explain [identify] the purposes, key elements ; and [the purposes and explain] the importance of the Declaration of Independence;
 - (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
 - (C) explain the reasons for the creation of the Bill of Rights and its importance.
- (15) ~~(16)~~ Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:
- (A) identify and explain the basic functions of the three branches of government;
 - (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and
 - (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.
- (16) ~~(17)~~ Citizenship. The student understands important symbols ; [and] ; customs ; celebrations, and landmarks ; celebrations, and landmarks that represent American beliefs and principles that [and] contribute to our national identity. The student is expected to:
- (A) explain various patriotic symbols, including Uncle Sam ; ; national celebrations such as Labor Day; [important landmarks such as the White House and Mount Rushmore]; and political symbols such as the donkey and elephant;
 - (B) sing or recite "The Star-Spangled Banner" and explain its history;

- (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and
~~[(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and]~~
- (D) ~~[(E)]~~ explain the significance of important landmarks, including ~~[important landmarks, including]~~ the White House and ~~[and]~~ the Statue of Liberty and Mount Rushmore ~~[and Mount Rushmore]~~.
- (17) ~~[(18)]~~ Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:
- (A) explain why individuals have a ~~[the]~~ duty [individuals have] to participate in civic affairs at the local, state, and national levels; and
- (B) explain how to contact elected and appointed leaders in local, state, and national governments.
- (18) ~~[(19)]~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- ~~[(A) explain the contributions of the Founding Fathers to the development of the national government;]~~
- (A) ~~[(B)]~~ identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and
- (B) ~~[(C)]~~ identify [and compare] leadership qualities of national leaders, past and present.
- (19) ~~[(20)]~~ Citizenship. 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. :and]~~
- ~~[(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.]~~
- (20) ~~[(21)]~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and
- (B) explain how examples of art, music, and literature reflect the times during which they were created.
- (21) ~~[(22)]~~ Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:
- ~~[(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;]~~
- (A) ~~[(B)]~~ describe customs and traditions of various racial, ethnic, and religious groups in the United States; and
- (B) ~~[(C)]~~ summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

(22) ~~(23)~~ Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

- (A) identify the accomplishments of notable individuals in the fields of science and technology such as ~~[-including]~~ Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;
- (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and
- (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. ~~[-and]~~
- ~~(D) predict how future scientific discoveries and technological innovations could affect society in the United States.]~~

(23) ~~(24)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including [electronic] technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as technology ~~[computer software]~~; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify different points of view about an issue, topic, historical event, or current event; and
- (E) identify the historical context of an event.

~~(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~

- ~~(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and~~
- ~~(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.~~

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. ~~[-and]~~
- ~~(E) use standard grammar, spelling, sentence structure, and punctuation.]~~

- (26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to [2]
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [~~process~~] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]
- ~~[(B)]~~ use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Subchapter B. Middle School

§113.17. Implementation of Texas Essential Knowledge and Skills for Social Studies, Middle School, Adopted 2018 [Beginning with School Year 2011-2012].

The provisions of §§113.18-113.20 of this subchapter shall be implemented by school districts beginning with the 2019-2020 [2011-2012] school year.

§113.18. Social Studies, Grade 6, Adopted 2018 [Beginning with School Year 2011-2012].

(a) Introduction.

- (1) In Grade 6, students study people, places, and societies of the contemporary world. Societies for study are from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Central America and the Caribbean, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the various societies and identify different points of view about events. The concept of frame of reference is introduced as an influence on an individual's point of view.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.

- (B) 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 from the Declaration of Independence : "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."
- (8) Students identify and discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands that historical events influence contemporary events. The student is expected to:
- (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as ~~[invasion, conquests,]~~ colonization, immigration, and trade; and
- (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.
- (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:
- (A) identify and describe the historical influence of individuals or groups ~~[individual or group achievements]~~ on various ~~[historical or]~~ contemporary societies ~~[such as the classical Greeks on government and the American Revolution on the French Revolution]~~ ; and
- (B) describe ~~[evaluate]~~ the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.
- ~~[(3) — Geography. The student uses geographic tools to answer geographic questions. The student is expected to:]~~
- ~~[(A) — pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?:]~~
- ~~[(B) — pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases:]~~
- ~~[(C) — compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and]~~
- ~~[(D) — create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries:]~~
- (3) ~~[(4)]~~ Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or ~~[and]~~ globes ~~[and uses latitude and longitude to determine absolute locations]~~ . The student is expected to:

- ~~[(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;]~~
- (A) ~~[(B)]~~ identify and explain the geographic factors responsible for patterns of population in places and regions;
- (B) ~~[(C)]~~ explain ways in which human migration influences the character of places and regions;
- (C) ~~[(D)]~~ identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and
- ~~[(E) draw sketch maps that illustrate various places and regions; and]~~
- (D) ~~[(E)]~~ identify the location of major world countries for each of the world regions [such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia] .
- (4) ~~[(5)]~~ Geography. The student understands how geographic factors influence the economic development and [;] political relationships [; and policies] of societies. The student is expected to:
- (A) ~~[(B)]~~ [identify and] explain the geographic factors responsible for the location of economic activities in places and regions; and
- (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships. ~~[ability to control territory; and]~~
- ~~[(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.]~~
- ~~[(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:]~~
- ~~[(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;]~~
- ~~[(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and]~~
- ~~[(C) analyze the effects of the interaction of physical processes and the environment on humans.]~~
- (5) ~~[(7)]~~ Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:
- (A) describe ways people have been impacted by physical processes such as earthquakes and climate;
- (B) ~~[(A)]~~ identify and analyze ways people have adapted to the physical environment in various places and regions; and
- (C) ~~[(B)]~~ identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure . [; and]
- ~~[(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.]~~
- (6) ~~[(8)]~~ Economics. The student understands the factors of production in a society's economy. The student is expected to:
- (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;

- (B) identify problems [and issues] that may arise when one or more of the factors of production is in relatively short supply; and
- (C) explain the impact of the distribution [relative scarcity] of resources on international trade and economic interdependence among and within societies.
- ~~(7) [(9)]~~ Economics. The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services;
- (B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system; and
- (C) understand the importance of [morality and] ethics in maintaining a functional free enterprise system . ~~[:and]~~
- ~~[(D) — examine the record of collective, non free market economic systems in contemporary world societies.]~~
- ~~(8) [(10)]~~ Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
- (A) define and give examples of agricultural, [wholesale,] retail, manufacturing (goods), and service industries; and
- (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy . ~~[:and]~~
- ~~[(C) — identify and describe the effects of government regulation and taxation on economic development and business planning.]~~
- ~~(9) [(11)]~~ Government. The student understands the concepts of limited and unlimited governments. The student is expected to:
- (A) describe [identify] and compare [describe] examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);
- ~~[(B) — compare the characteristics of limited and unlimited governments;]~~
- ~~(B) [(C)]~~ identify reasons for limiting the power of government; and
- ~~(C) [(D)]~~ identify and describe examples [review the record] of human rights abuses by [of] limited or unlimited governments such as the oppression of religious, ethnic, and political groups [Christians in Sudan] .
- ~~(10) [(12)]~~ Government. The student understands various ways in which people organize governments. The student is expected to:
- (A) identify and give examples of governments with rule by one, few, or many;
- (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function; and
- (C) identify historical origins of democratic forms of government such as Ancient Greece.
- ~~(11) [(13)]~~ Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:
- (A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
- (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies . ~~[:and]~~

~~[(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and nonrepresentative governments.]~~

(12) ~~[(14)]~~ Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:

(A) identify and explain the duty of civic participation in societies with representative governments; and

(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.

(13) ~~[(15)]~~ Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

~~[(A) define culture and the common traits that unify a culture region.]~~

(A) ~~[(B)]~~ identify and describe common traits that define cultures and culture regions ;

(B) ~~[(C)]~~ define a multicultural society ~~[and consider both the positive and negative qualities of multiculturalism] ;~~

(C) ~~[(D)]~~ analyze the experiences and ~~[evaluate the]~~ contributions of diverse groups to multicultural societies; and

~~[(E) analyze the similarities and differences among various world societies; and]~~

(D) ~~[(F)]~~ identify and explain examples of conflict and cooperation between and among cultures.

(14) ~~[(16)]~~ Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

(B) compare characteristics of institutions in various contemporary societies; and

(C) analyze the efforts and activities institutions use to sustain themselves over time ~~[such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions] .~~

(15) ~~[(17)]~~ Culture. The student understands relationships that exist among world cultures. The student is expected to:

(A) identify and describe means of cultural diffusion ~~[how culture traits]~~ such as trade, travel, and war ~~[spread] ;~~

(B) identify and describe factors that influence cultural change such as improvements in ~~[improved]~~ communication, transportation, and economic development;

(C) analyze ~~[evaluate]~~ the impact of improved communication technology among cultures; and

(D) identify ~~[and define]~~ the impact of cultural diffusion on individuals and world societies ~~;~~ and

~~[(E) identify examples of positive and negative effects of cultural diffusion.]~~

(16) ~~[(18)]~~ Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

- ~~(B) relate ways in which contemporary expressions of culture have been influenced by the past;~~
- (B) ~~(C)~~ describe ways in which contemporary issues influence creative expressions; and
- (C) ~~(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.
- (17) ~~(19)~~ Culture. 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; and
- (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- (18) ~~(20)~~ Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:
- (A) identify ~~[give]~~ examples of scientific discoveries ~~and~~ technological innovations, ~~and~~ ~~[including the roles of]~~ scientists and inventors ~~]~~ that have ~~[transcended the boundaries of societies and have]~~ shaped the world;
- (B) explain how resources, ~~[belief systems,]~~ economic factors, and political decisions affect ~~[have affected]~~ the use of technology; and
- (C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.
- (19) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software; interviews; biographies,]~~ oral, print, and visual material ~~]~~ and artifacts to acquire information about various world cultures;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and
- (D) identify different points of view about an issue or current topic ~~]~~
- ~~(E) identify the elements of frame of reference that influenced participants in an event; and~~
- ~~(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (20) ~~Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:~~
- ~~(A) answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?;~~
- ~~(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, and charts;~~

- (C) compare various world regions and countries using data from maps, graphs, and charts; and
- (D) create and interpret regional sketch maps, thematic maps, graphs, and charts depicting aspects such as population, disease, and economic activities of various world regions and countries.
- (21) [~~(22)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication based on research;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
- ~~[(E) use standard grammar, spelling, sentence structure, and punctuation; and]~~
- (E) ~~[(E)]~~ use effective written communication skills, including proper citations to avoid plagiarism.
- (22) [~~(23)~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to [2]
- ~~[(A)]~~ use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. [~~and~~]
- ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.19. Social Studies, Grade 7, Adopted 2018 [~~Beginning with School Year 2011-2012~~].

- (a) Introduction.
- (1) In Grade 7, students study the history of Texas from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of Texas history, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas eras. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of Texas and the distribution of population within and among the regions and explain the factors that caused Texas to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, explain the influence of the U.S. Constitution on the Texas Constitution, and examine the rights and responsibilities of Texas citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of Texas as they identify the different racial and ethnic groups that settled in Texas to build a republic and then a state. Students analyze the impact of scientific discoveries and technological innovations on the development of Texas in various industries such as agricultural, energy, medical, computer, and aerospace. Students use primary and secondary sources to acquire information about Texas.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and images is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
 - (4) 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.
 - (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:
 - (A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing ~~[why historians divide]~~ the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights ~~[and Conservatism]~~ ; and Contemporary Texas; and

~~[(B) — apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~

(B) ~~[(C)]~~ explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

- (A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;
- (B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, Álvar Núñez Cabeza de Vaca ~~[and his writings]~~, the search for gold, and the conflicting territorial claims between France and Spain;
- (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as Fray Damián Massanet, ~~[José de Escandón,]~~ Antonio Margil de Jesús, and Francisco Hidalgo;
- (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;
- (E) identify the contributions of significant individuals, including Moses Austin, Stephen F. Austin, Erasmo Seguín, Martín De León, and Green DeWitt, during the Mexican settlement of Texas; and
- (F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

- (A) describe the chain ~~[trace the development]~~ of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin;
- (B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis; and
- (C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales ; ~~[; William B. Travis's letter "To the People of Texas and All Americans in the World,"]~~ the siege of the Alamo ; William B. Travis's letter "To the People of Texas and All Americans in the World," and the heroism of the diverse ~~[all the heroic]~~ defenders who gave their lives there ; [;] the Constitutional Convention of 1836 ; [;] Fannin's surrender at Goliad ; [;] and the Battle of San Jacinto ; ~~[; and]~~

~~[(D) — explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.]~~

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

- (A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones such as ~~[; including]~~ the Texas Navy, the Texas

- Rangers, ~~[Edwin W. Moore,]~~ Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, José Antonio Navarro, the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery ~~[public debt]~~ , and the roles of racial and ethnic groups;
- (B) analyze the causes of and events leading to Texas annexation such as security and public debt ; and
- (C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery ~~[population growth]~~ , and the Compromise of 1850.
- (5) History. 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 the central role the expansion of slavery played in ~~[reasons for]~~ the involvement of Texas in the Civil War ~~[such as states' rights, slavery, sectionalism, and tariffs]~~ ;
- (B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch; and
- ~~(C) (B)~~ explain ~~[discuss]~~ [analyze] the political, economic, and social effects of the Civil War and Reconstruction in Texas ~~;~~ [and]
- ~~[(C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.]~~
- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:
- (A) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker;
- (B) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the development of the cattle industry from its Spanish beginnings and the ~~[myths and realities of the]~~ cowboy way of life;
- (C) identify significant individuals, events, and issues ~~[from Reconstruction through the beginning of the 20th century]~~ , including the effects of the growth of railroads and the contributions of James Hogg; and
- (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.
- (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th , and early 21st centuries. The student is expected to:
- (A) explain how ~~[the political, economic, and social impact of]~~ the oil industry led to ~~[on]~~ the industrialization of Texas;
- (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
- (C) describe and compare the impact of ~~[the Progressive and other]~~ reform movements in Texas in the 19th and 20th centuries such as progressivism, populism ~~[the Populists]~~ , women's suffrage, agrarianism ~~[agrarian groups]~~ , labor reform [unions] , and the conservative ~~[evangelical]~~ movement of the late 20th century;

- (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as ~~[including]~~ James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
- (E) analyze the political, economic, and social impact of ~~[major events, including]~~ World War I, the Great Depression, ~~[and]~~ World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas . ~~[; and]~~
- ~~[(F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two party system, political and economic controversies, immigration, and migration.]~~
- ~~[(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries; and]~~
- ~~[(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.]~~
- (8) [(9)] Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions ~~[and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest]~~ ;
- (B) locate and compare places ~~[and regions]~~ of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest ; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (9) [(10)] Geography. The student understands the effects of the interaction between humans and the environment in Texas ~~[during the 19th, 20th, and 21st centuries]~~ . The student is expected to:
- (A) identify ways in which Texans have adapted to and modified the environment and explain ~~[analyze]~~ the positive and negative consequences of the modifications; and
- (B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.
- (10) [(11)] Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:
- (A) identify ~~[analyze]~~ why immigrant groups came to Texas and where they settled;
- (B) describe ~~[analyze]~~ how immigration and migration to Texas ~~[in the 19th, 20th, and 21st centuries]~~ have influenced Texas;
- ~~[(C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and]~~

- (D) ~~(C)~~ analyze the effects of the changing population distribution and growth in Texas ~~[during the 20th and 21st centuries]~~ and the additional need for education, health care, and transportation . ~~;~~ ~~and~~
- ~~(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.~~
- (11) ~~(12)~~ Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
- (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing ; and
- ~~(B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and]~~
- (B) ~~(C)~~ explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- (12) ~~(13)~~ Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
- (A) explain ~~[analyze]~~ the impact of national and international markets ~~[and events]~~ on the production of goods and services in Texas , including ~~[such as]~~ agriculture and ~~;~~ oil and gas ~~[, and computer technology]~~ ;
- (B) explain ~~[analyze]~~ the impact of economic concepts within the free enterprise system such as supply and demand, profit, ~~[government regulation,]~~ and world competition on the economy of Texas; and
- (C) analyze the impact of significant industries in Texas such as ~~[oil and gas,]~~ aerospace, medical, and computer technologies on local, national, and international markets.
- (13) ~~(14)~~ Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:
- (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and
- (B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.
- (14) ~~(15)~~ Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:
- (A) describe the structure and functions of government at municipal, county, and state levels; and
- (B) identify major sources of revenue for state and local governments such as property taxes ~~[tax]~~ , sales taxes ~~[tax]~~ , bonds, and fees . ~~;~~ ~~and~~
- ~~(C) describe the structure, funding, and governance of Texas public education, including local property taxes, bond issues, and state and federal funding supported by state and federal taxpayers.]~~
- (15) ~~(16)~~ Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:
- (A) explain ~~[identify]~~ rights of Texas citizens; and
- (B) explain ~~[and analyze]~~ civic responsibilities of Texas citizens and the importance of civic participation.

- (16) ~~(17)~~ Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:
- (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and
 - (B) describe the importance of free speech and press in a democratic society ; ~~and~~
 - ~~(C) express and defend a point of view on an issue of historical or contemporary interest in Texas.~~
- (17) ~~(18)~~ Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:
- (A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and
 - (B) identify the contributions of Texas leaders such as ~~including~~ Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr.
- (18) ~~(19)~~ Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities and ~~and~~ celebrations ~~and performances~~ ;
 - (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;
 - (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and
 - (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote.
- (19) ~~(20)~~ Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:
- (A) compare types and uses of technology, past and present;
 - (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benjy Brooks, Michael Dell, and Howard Hughes Sr.;
 - (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
 - (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
 - (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.
- (20) ~~(21)~~ Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~[computer software, databases,]~~ media and news services, biographies, interviews, and artifacts to acquire information about Texas;
 - (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
 - (D) identify bias and points of view from the historical context surrounding an event ~~[and the frame of reference]~~ that influenced the participants;
 - (E) support a point of view on a social studies issue or event; and
 - ~~[(F) identify bias in written, oral, and visual material;]~~
 - ~~[(G)]~~ evaluate the validity of a source based on ~~[language,]~~ corroboration with other sources ~~[]~~ and information about the author ~~[]~~ and
 - ~~[(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- ~~(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and~~
 - ~~(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.~~
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - ~~(B) use effective written communication skills, including proper citations and avoiding plagiarism; and~~
 - ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (C) ~~[(D)]~~ create written, oral, and visual presentations of social studies information.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~[]~~
- ~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ~~[]~~ and
 - ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.20. Social Studies, Grade 8, Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) Introduction.

- (1) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history from Reconstruction to the present, is provided in §113.41 of this title (relating to United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012). The content in Grade 8 builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution and the Declaration of Independence, landmark cases of the U.S. Supreme Court, biographies, autobiographies, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.

- (B) 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 from the Declaration of Independence : "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."
- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (b) Knowledge and skills.
- (1) History. 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; and
- ~~[(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
- ~~(B) [(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.
- (2) History. The student understands the causes of exploration and colonization eras. The student is expected to:
- (A) identify reasons for English, Spanish, and French ~~[European]~~ exploration and colonization of North America; and
- (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- (3) History. The student understands the foundations of representative government in the United States. The student is expected to:
- (A) explain the reasons for the growth of representative government and institutions during the colonial period; and
- (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 ~~;~~ ~~and~~
- ~~(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.~~

- ~~[(C) describe how religion and virtue contributed to the growth of representative government in the American colonies.]~~
- (4) History. The student understands significant political and economic issues of the revolutionary and Constitutional eras ~~[era]~~ . The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
 - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, ~~[Wentworth Cheswell]~~, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, ~~[Bernardo de Gálvez]~~, Crispus Attucks, King George III, ~~[Haym Salomon]~~, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
 - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; ~~[writing the Articles of Confederation]~~; fighting the battles of Lexington and ~~[]~~ Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783; and
 - (D) analyze the issues of the Constitutional Convention of 1787, including the Great Compromise and the Three-Fifths Compromise ~~[]~~ ~~[and]~~
- ~~[(E) analyze the arguments for and against ratification.]~~
- (5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic , including ~~[such as]~~ maintaining national security, [building a military], creating a stable economic system, and setting up the court system ~~[]~~ ~~[and defining the authority of the central government]~~ ;
 - (B) summarize arguments regarding protective tariffs, taxation, and the banking system;
 - (C) explain the origin and development of American political parties;
 - (D) explain the causes, important events, and effects of the War of 1812;
 - (E) identify the foreign policies of presidents Washington through Monroe and explain the impact of Washington's Farewell Address and the Monroe Doctrine;
 - (F) explain the impact of the election of Andrew Jackson, including expanded suffrage; and
 - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;
- ~~[(B) explain the political, economic, and social roots of Manifest Destiny.]~~
- ~~(B)~~ ~~[(C)]~~ analyze ~~[the relationship between the concept of Manifest Destiny and]~~ the westward growth of the nation , including the Louisiana Purchase and Manifest Destiny ; and
 - ~~(C)~~ ~~[(D)]~~ explain the causes and effects of the U.S.-Mexican War and their impact on the United States ~~[]~~ ~~[and]~~

- ~~[(E) identify areas that were acquired to form the United States, including the Louisiana Purchase.]~~
- (7) History. 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; and
 - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the role [roles] of John Quincy Adams [John C. Calhoun, Henry Clay, and Daniel Webster] .
- (8) History. The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
 - (B) explain the ~~[causes of the Civil War, particularly the]~~ central role of the expansion of slavery in causing ~~[and other contributing factors, including]~~ sectionalism, disagreement over [and] [s] states' rights, and the Civil War [and slavery, and 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) explain significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and
 - ~~(D) [(C)]~~ analyze Abraham Lincoln's ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.
- (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
 - (B) explain [evaluate] the impact of the election of African Americans from the South such as Hiram Rhodes Revels; and
 - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups ; ~~[and]~~
 - ~~[(D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.]~~
- (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:
- (A) locate places and regions directly related to major eras and turning points [of importance] in the United States during the 17th, 18th, and 19th centuries;
 - (B) compare places and regions of the United States in terms of physical and human characteristics; and

- (C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical [~~and contemporary~~] events in the United States.
- (11) Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States [~~during the 17th, 18th, and 19th centuries~~] ; and
- (B) describe the positive and negative consequences of human modification of the physical environment of the United States ; [~~and~~]
- ~~[(C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.]~~
- (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877 . The student is expected to:
- (A) identify economic differences among different regions of the United States;
- (B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery; and
- ~~[(C) explain the reasons for the increase in factories and urbanization; and]~~
- (C) [~~(D)~~] analyze the causes and effects of economic differences among different regions of the United States at selected times [~~in U.S. history~~] .
- (13) Economics. The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:
- (A) analyze the economic effects of the War of 1812 [~~as a cause of economic changes in the nation~~] ; and
- (B) identify the economic factors that brought about rapid industrialization and urbanization.
- (14) Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:
- (A) explain why a free enterprise system of economics developed in the new nation, including minimal government regulation [~~intrusion~~] , taxation, and property rights; and
- (B) describe the characteristics and the benefits of the U.S. free enterprise system through 1877 [~~during the 18th and 19th centuries~~] .
- (15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. The student is expected to:
- (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, [~~and selected Anti-Federalist writings.~~] on the U.S. system of government;
- (B) summarize the strengths and weaknesses of the Articles of Confederation;
- (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights; [~~and~~]
- (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights ; and [.]

- (E) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and John Locke in the development of self-government in colonial America.
- (16) Government. The student understands the purpose [~~process~~] of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to:
- (A) summarize the purposes for [~~and process of~~] amending the U.S. Constitution; and
- (B) describe the impact of [~~19th-century amendments, including~~] the 13th, 14th, and 15th amendments [~~, on life in the United States~~].
- (17) Government. 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:
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
- (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- (18) Government. The student understands the impact of landmark Supreme Court cases. The student is expected to:
- (A) identify the origin of judicial review [~~and analyze examples of congressional and presidential responses~~];
- (B) summarize the issues, decisions, and significance of landmark Supreme Court cases, including Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden; and
- (C) evaluate the impact of [~~selected~~] landmark Supreme Court decision [~~decisions, including~~] Dred Scott v. Sandford [~~]~~] on life in the United States.
- (19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. The student is expected to:
- (A) define and give examples of unalienable rights;
- (B) summarize rights guaranteed in the Bill of Rights; and
- ~~[(C) explain the importance of personal responsibilities, including accepting responsibility for one's behavior and supporting one's family;]~~
- ~~(C) [(D)]~~ identify examples of responsible citizenship, including obeying rules and laws, staying informed on public issues, voting, and serving on juries [~~]~~]
- ~~[(E) summarize the criteria and explain the process for becoming a naturalized citizen of the United States; and]~~
- ~~[(F) explain how the rights and responsibilities of U.S. citizens reflect our national identity.]~~
- (20) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:
- ~~[(A) explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, John Locke, William Blackstone, and William Penn in the development of self-government in colonial America;]~~
- (A) ~~[(B)]~~ evaluate the contributions of the Founding Fathers as models of civic virtue; and
- (B) ~~[(C)]~~ analyze reasons for and the impact of selected examples of civil disobedience in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.
- (21) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:

- (A) identify different points of view of political parties and interest groups on important historical ~~[and contemporary]~~ issues;
 - (B) describe the importance of free speech and press in a constitutional republic; and
 - (C) summarize [a] historical events ~~[event]~~ in which compromise resulted in a [peaceful] resolution such as the Missouri Compromise, the Compromise of 1850, and Kansas-Nebraska Act .
- (22) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:
- (A) analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and Abraham Lincoln; and
 - (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.
- (23) Culture. 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 how ~~[the relationship between]~~ urbanization contributed to ~~[and]~~ conflicts resulting from differences in religion, social class, and political beliefs;
 - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were addressed ~~[resolved]~~ ;
 - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and
 - (E) identify the political, social, and economic contributions of women to American society.
- (24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:
- (A) describe and evaluate the historical development of the abolitionist movement; and
 - (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, ~~[abolition,]~~ the labor reform movement, and care of the disabled.
- (25) Culture. 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 influences ~~[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.
- (26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- ~~[(A) — describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;]~~

- (A) ~~(B)~~ identify examples of American art, music, and literature that reflect society in different eras such as the Hudson River School artists , the "Battle Hymn of the Republic," and transcendental literature ; and
- (B) ~~(C)~~ analyze the relationship between the ~~fine~~ arts and continuity and change in the American way of life.
- (27) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:
- (A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, the telegraph, and interchangeable parts;
- ~~(B) analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States;~~
- (B) ~~(C)~~ analyze how technological innovations changed the way goods were manufactured and distributed ~~marketed~~ , nationally and internationally; and
- (C) ~~(D)~~ analyze ~~explain~~ how technological innovations brought about economic growth such as the development of ~~how~~ the factory system ~~contributed to rapid industrialization~~ and the construction of the Transcontinental Railroad ~~led to the opening of the west~~ .
- (28) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:
- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
- (B) identify examples of how industrialization changed life in the United States.
- (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as ~~computer software, databases,~~ media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify bias and points of view created by ~~from~~ the historical context surrounding an event ~~and the frame of reference~~ which influenced the participants ;
- (E) support a point of view on a social studies issue or event;
- ~~(F) identify bias in written, oral, and visual material;~~
- (F) ~~(G)~~ evaluate the validity of a source based on ~~language,~~ corroboration with other sources [] and information about the author;
- ~~(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;~~
- (G) ~~(I)~~ create a visual representation of historical information such as thematic maps, graphs, and charts ~~, models, and databases~~ representing various aspects of the United States; and

- (H) ~~(J)~~ pose and answer questions about geographic distributions and patterns shown on maps, graphs, and charts ~~[, models, and databases]~~ .
- (30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
 - (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
 - ~~[(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (C) ~~(D)~~ create written, oral, and visual presentations of social studies information.
- (31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[, in a variety of settings]~~ . The student is expected to ~~[:]~~
- ~~[(A) use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [; and]~~
 - ~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter C. High School

§113.30. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Adopted 2018.

- (a) The provisions of §113.31 and §§113.41-113.44 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.
- (b) The provisions of §§113.45-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

§113.31. Economics with Emphasis on the Free Enterprise System and Its Benefits, High School (One-Half Credit), Adopted 2018.

- (a) General requirements. This course will be taught in the social studies department and is recommended to be taught in Grade 12.
- (b) Introduction.
 - (1) Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. Types of business ownership and market structures are discussed. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (2) 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.
 - (3) Economics with Emphasis on the Free Enterprise System and Its Benefits builds upon the foundation in economics and social studies laid by the social studies essential knowledge and skills in Kindergarten-Grade 12. The course will apply these skills to current economic situations. The content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (4) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (5) As referenced in House Bill 492, an act of the Texas Legislature signed into law in 2005, the concepts of personal financial literacy are to be mastered by students in order that they may become self-supporting adults who can make informed decisions relating to personal financial matters. These concepts are incorporated into the student expectations of Economics with Emphasis on the Free Enterprise System and Its Benefits: understanding interest, avoiding and eliminating credit card debt; understanding the rights and responsibilities of renting or buying a home; managing money to make the transition from renting a home to home ownership; starting a small business; being a prudent investor in the stock market and using other investment options; beginning a savings program and planning for retirement; bankruptcy; types of bank accounts available to consumers and benefits of maintaining a bank account; balancing a checkbook; types of loans available to consumers and becoming a low-risk borrower; understanding insurance; and charitable giving.

(6) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(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.

(B) 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 from the Declaration of Independence: "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."

(7) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.

(c) Knowledge and skills.

(1) Economics. The student understands the concepts of scarcity and opportunity costs. The student is expected to:

(A) explain why scarcity and choice are basic economic problems faced by every society;

(B) describe how societies answer the basic economic questions: what to produce, how to produce, and for whom to produce;

(C) describe the economic factors of production: land, labor, capital, and entrepreneurship; and

(D) interpret a production-possibilities curve and apply the concepts of opportunity costs and scarcity.

(2) Economics. The student understands the interaction of supply, demand, and price. The student is expected to:

(A) understand the effect of changes in price on the quantity demanded and quantity supplied;

(B) identify the non-price determinants that create changes in supply and demand, which result in a new equilibrium price; and

(C) interpret a supply-and-demand graph using supply-and-demand schedules.

(3) Economics. The student understands the reasons for international trade and its importance to the United States and the global economy. The student is expected to:

(A) apply the concepts of absolute and comparative advantages;

(B) compare the effects of free trade and trade barriers on economic activities, including the benefits and costs of participating in international trade; and

(C) analyze the effects of changes in exchange rates on imports and exports.

- (4) Economics. The student understands free enterprise, socialist, and communist economic systems. The student is expected to:
- (A) explain the basic characteristics of economic systems, including property rights, incentives, economic freedom, competition, and the role of government;
 - (B) contrast [~~compare~~] current and historic examples of the free enterprise system, socialism, and communism using the basic characteristics of economic systems; and
 - (C) analyze the contributions of various economic philosophers, including Friedrich Hayek, Milton Friedman, John Maynard Keynes, and Adam Smith, and their impact on the U.S. free enterprise system.
- (5) Economics. The student understands the basic characteristics and benefits of the U.S. [a] free enterprise system. The student is expected to:
- (A) 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; and
 - (B) analyze recent changes in the basic characteristics, including private property, incentives, economic freedom, competition, and the limited role of government, of the U.S. economy.
- (6) Economics. The student understands the right to own, use, and dispose of private property. The student is expected to:
- (A) analyze the costs and benefits of the purchase, use, or disposal of personal and business property; and
 - (B) identify and evaluate examples of restrictions that the government places on the use of business and individual property.
- (7) Economics. The student understands the circular-flow model of the economy. The student is expected to:
- (A) interpret the roles of resource owners and firms in a circular-flow model of the economy and provide real-world examples to illustrate elements of the model; and
 - (B) explain how government actions affect the circular-flow model.
- (8) Economics. The student understands types of market structures. The student is expected to:
- (A) describe characteristics and give examples of pure competition, monopolistic competition, oligopoly, and monopoly; and
 - (B) identify regulations that apply to the establishment and operation of various types of market structures.
- (9) Economics. The student understands key economic measurements. The student is expected to:
- (A) interpret economic data, including unemployment rate, gross domestic product, gross domestic product per capita as a measure of national wealth, and rate of inflation; and
 - (B) analyze business cycles using key economic indicators.
- (10) Economics. The student understands key components of economic growth. The student is expected to:
- (A) analyze how productivity relates to growth;
 - (B) analyze how technology relates to growth; and
 - (C) analyze how trade relates to growth.

- (11) Economics. The student understands the role of money in an economy. The student is expected to:
- (A) describe the functions of money;
 - (B) describe the characteristics of money, including commodity money, fiat money, and representative money; and
 - (C) analyze ~~examine~~ the positive and negative aspects of barter, currency, and debit cards.
- (12) Economics. The student understands the role of the Federal Reserve System in establishing monetary policy. The student is expected to:
- (A) explain the structure of the Federal Reserve System;
 - (B) analyze the three basic tools used to implement U.S. monetary policy, including reserve requirements, the discount rate and the federal funds rate target, and open-market operations;
 - (C) explain how the actions of the Federal Reserve System affect the nation's money supply; and
 - (D) describe the current role of the U.S. dollar in trade in the world market and analyze how that has changed over time, in particular since departing from the gold standard in 1971.
 - ~~(D) analyze the decline in value of the U.S. dollar, including the abandonment of the gold standard.~~
- (13) Economics. The student understands the role that the government plays in the U.S. free enterprise system. The student is expected to:
- (A) describe the role of government in the U.S. free enterprise system and the changes in that role over time; and
 - (B) analyze the costs and benefits of U.S. economic policies, rules, and regulations related to the economic goals of economic growth, stability, full employment, freedom, security, equity (equal opportunity versus equal outcome), and efficiency.
- (14) Economics. The student understands the economic impact of fiscal policy decisions at the local, state, and national levels. The student is expected to:
- (A) identify types of taxes at the local, state, and national levels and the economic importance of each;
 - (B) explain the categories of revenues and expenditures in the U.S. federal budget; and
 - (C) analyze the impact of fiscal policy decisions on the economy.
- (15) Personal financial literacy. The student understands types of business ownership. The student is expected to:
- (A) explain the characteristics of sole proprietorships, partnerships, and corporations; and
 - (B) analyze the advantages and disadvantages of sole proprietorships, partnerships, and corporations.
- (16) Personal financial literacy. The student understands the role of financial markets/institutions in saving, borrowing, and capital formation. The student is expected to:
- (A) explain the functions of financial institutions and how they affect households and businesses;
 - (B) explain how the amount of savings in an economy is the basis of capital formation;
 - (C) analyze the role of interest and risk in allocating savings to its most productive use; and

- (D) examine the types of accounts available to consumers from financial institutions and the risks, monetary costs, and benefits of maintaining these accounts.
- (17) Personal financial literacy. The student understands the role of individuals in financial markets. The student is expected to:
- (A) assess ways to be a wise investor in the stock market and in other personal investment options such as developing a personal retirement plan;
- (B) explain how to begin a savings program;
- (C) demonstrate how to maintain a checking account, including reconciling a bank statement;
- (D) identify the types of loans available to consumers;
- (E) explain the responsibilities and obligations of borrowing money; and
- (F) develop strategies to become a low-risk borrower by improving and understanding one's personal credit score.
- (18) Personal financial literacy. The student applies critical-thinking skills to analyze the costs and benefits of personal financial decisions. The student is expected to:
- (A) examine ways to avoid and eliminate credit card debt;
- (B) evaluate the costs and benefits of declaring personal bankruptcy;
- (C) evaluate the costs and benefits of buying insurance; and
- (D) evaluate the costs and benefits of charitable giving.
- (19) Personal financial literacy. The student understands how to provide for basic needs while living within a budget. The student is expected to:
- (A) evaluate the costs and benefits of renting a home versus buying a home; and
- (B) assess the financial aspects of making the transition from renting to home ownership.
- (20) Personal financial literacy. The student understands the various methods available to pay for college and other postsecondary education and training. The student is expected to:
- (A) understand how to complete the Free Application for Federal Student Aid (FAFSA) provided by the United States Department of Education;
- (B) research and evaluate various scholarship opportunities such as those from state governments, schools, employers, individuals, private companies, nonprofits, and professional organizations;
- (C) analyze and compare student grant options;
- (D) analyze and compare student loan options, including private and federal loans; and
- (E) research and evaluate various work-study program opportunities.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:
- (A) analyze economic information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (B) create economic models, including production-possibilities curves, circular-flow charts, and supply-and-demand graphs, to analyze economic concepts or issues;
- (C) explain a point of view on an economic issue;

- (D) analyze and evaluate the validity of economic information from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
- (E) evaluate economic data using charts, tables, graphs, and maps.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
 - (A) use social studies terminology correctly; and
 - (B) create written, oral, and visual presentations of economic information using effective communication skills, including proper citations and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.40. Implementation of Texas Essential Knowledge and Skills for Social Studies, High School, Beginning with School Year 2011-2012.

[The provisions of §§113.41-113.48 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.]

§113.41. United States History Studies Since 1877 (One Credit), Adopted 2018 [Beginning with School Year 2011-2012].

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. 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.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught

together. 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.

- (4) 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.
 - (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (8) Students identify and discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved either met or failed to meet the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. The student understands the principles included in the Celebrate Freedom Week program. The student is expected to:
 - (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights and identify the full text of the first three paragraphs of the Declaration of Independence ;
 - (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and
 - (C) explain discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."

- ~~[(C) explain the contributions of the Founding Fathers such as Benjamin Rush, John Hancock, John Jay, John Witherspoon, John Peter Muhlenberg, Charles Carroll, and Jonathan Trumbull Sr.]~~
- (2) History. The student understands traditional historical points of reference in U.S. history from 1877 to the present. The student is expected to:
- ~~[(A) identify the major characteristics that define an historical era:]~~
- (A) ~~[(B)]~~ identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics; and
- ~~[(C) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and]~~
- (B) ~~[(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 [1968-1969] (Martin Luther King Jr. assassination [and U.S. lands on the moon]), 1969 (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, Barack Obama).
- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:
- (A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform ~~[-and the beginnings of Populism] ;~~
- (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth [rise] of entrepreneurship, ~~[free enterprise,]~~ and the pros and cons of big business; and
- (C) analyze social issues affecting women, minorities, children, immigrants, and urbanization ~~[-the Social Gospel, and philanthropy of industrialists; and]~~
- ~~[(D) describe the optimism of the many immigrants who sought a better life in America.]~~
- (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:
- (A) explain why significant events, policies, and individuals , including [such as] the Spanish-American War, U.S. expansionism, ~~[Henry Cabot Lodge,]~~ Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole ~~[-and missionaries]~~ moved the United States into the position of a world power;
- (B) evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
- (C) identify the causes of World War I and reasons for U.S. entry;
- (D) understand the contributions of the American Expeditionary Forces (AEF) led by General John J. Pershing , including the Battle of Argonne Forest ;
- (E) analyze the impact of [significant technological innovations in World War I such as] machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I [that resulted in the stalemate] on the Western Front; and
- (F) analyze major issues [such as isolationism and neutrality] raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles . [-and]
- ~~[(G) analyze significant events such as the Battle of Argonne Forest.]~~

- (5) History. The student understands the effects of reform and third-party movements in the early 20th century. The student is expected to:
- (A) analyze [~~evaluate~~] the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments;
 - (B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society; and
 - (C) analyze [~~evaluate~~] the impact of third parties, including the Populist and Progressive parties.
- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to:
- (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women; and
 - (B) analyze the impact of significant individuals such as [~~Clarence Darrow, William Jennings Bryan,~~] Henry Ford, [~~Glenn Curtiss,~~] Marcus Garvey, and Charles A. Lindbergh.
- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships [~~and their aggression~~], especially the attack on Pearl Harbor;
 - (B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies [~~and domestic industry's rapid mobilization for the war effort~~];
 - ~~[(C) analyze the function of the U.S. Office of War Information;]~~
 - (C) [~~(D)~~] analyze major issues of World War II, including the Holocaust, [~~the~~] the internment of [~~German, Italian, and~~] Japanese Americans as a result of [~~and~~] Executive Order 9066, [~~the~~] and the development of [~~conventional and~~] atomic weapons;
 - (D) [~~(E)~~] analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, [the U.S. military advancement through the Pacific Islands, the Bataan Death March,] the invasion of Normandy, [~~fighting the war on multiple fronts,~~] and the liberation of concentration camps;
 - (E) [~~(F)~~] describe [~~evaluate~~] the military contributions of leaders during World War II, including [~~Omar Bradley,~~] Dwight Eisenhower, Douglas MacArthur, and Chester W. [~~A.~~] Nimitz [~~, George Marshall, and George Patton~~]; [~~and~~]
 - (F) [~~(G)~~] explain issues affecting the home front [and how American patriotism inspired exceptional actions by citizens and military personnel], including [~~high levels of military enlistment,~~] volunteerism, [~~the~~] the purchase of war bonds, and [~~the~~] Victory Gardens [~~the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers,~~] and opportunities and obstacles for women and ethnic minorities; and [~~the~~]
 - (G) explain how American patriotism inspired high levels of military enlistment and the bravery and contributions of the Tuskegee Airmen, the Flying Tigers, and the Navajo Code Talkers.
- (8) History. 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, including the Truman Doctrine, the Marshall Plan, ~~[the North Atlantic Treaty Organization,]~~ the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis;
 - (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), ~~[the arms race, the space race,]~~ McCarthyism, the arms race, and the space race ~~[and the House Un-American Activities Committee (HUAC), the findings of which were confirmed by the Venona Papers]~~ ;
 - (C) explain reasons and outcomes for U.S. involvement in the Korean War 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 War;
 - (E) analyze the major ~~[issues and]~~ events of the Vietnam War , including the escalation of forces, [such as] the Tet Offensive, [the escalation of forces,] Vietnamization, and the fall of Saigon; and
 - (F) describe the responses to the Vietnam War such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement.
- (9) History. 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 from the late 1800s through the 21st century ~~[in the 19th, 20th, and 21st centuries]~~ , including the 13th, 14th, 15th, and 19th amendments ~~[and responses to Jim Crow laws]~~ ;
 - (B) ~~(A)~~ explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
 - (C) ~~(B)~~ describe the roles of political organizations that promoted [civil rights, including ones from] African American, Chicano, American Indian, and women's [and other] civil rights [movements] ;
 - (D) ~~(C)~~ identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, [Hector P. Garcia] , and Betty Friedan;
 - (E) ~~(D)~~ compare and contrast the approach taken by [some civil rights groups such as] the Black Panthers with the nonviolent approach of Martin Luther King Jr.;
 - (F) ~~(E)~~ discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
 - (G) ~~(F)~~ describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act [acts] of [1957 and] 1964, and the Voting Rights Act of 1965;
 - (H) ~~(G)~~ explain how [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;
 - (I) ~~(H)~~ 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
 - (J) ~~(I)~~ describe how Sweatt v. Painter and [litigation such as the landmark cases of] Brown v. Board of Education [Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., 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.

- (10) History. 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 Reagan's [Regan's] economic policies [Reaganomics] and Peace Through Strength;
 - ~~[(C) — compare the impact of energy on the American way of life over time;]~~
 - (C) ~~[(D)]~~ describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair [, Marines in Lebanon, and the Iran Hostage Crisis] ;
 - (D) ~~[(E)]~~ describe the causes and key organizations [and individuals] of the conservative resurgence of the 1980s such as [and 1990s, including Phyllis Schlafly, the Contract with America,] the Heritage Foundation and and [] the Moral Majority [, and the National Rifle Association] ; and
 - (E) ~~[(F)]~~ describe significant societal issues of this time period such as the War on Drugs and the AIDS epidemic .
- (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century. The student is expected to:
- (A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, ~~[the Balkans Crisis,]~~ the events surrounding September 11, 2001 [9/11] , and the global War on Terror;
 - (B) identify significant social and political [advocacy organizations, leaders, and] issues such as health care, immigration, and education from different viewpoints across the political spectrum;
 - ~~[(C) — evaluate efforts by global organizations to undermine U.S. sovereignty through the use of treaties;]~~
 - (C) ~~[(D)]~~ analyze the impact of third parties on the 1992 and 2000 presidential elections; and
 - (D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.
 - ~~[(E) — discuss the historical significance of the 2008 presidential election; and]~~
 - ~~[(F) — discuss the solvency of long-term entitlement programs such as Social Security and Medicare.]~~
- (12) Geography. 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 settlement of the Great Plains,] the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina . [; and]
 - ~~[(B) — identify and explain reasons for changes in political boundaries such as those resulting from statehood and international conflicts.]~~
- (13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

- (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt; and
- (B) analyze the causes and effects of changing demographic patterns resulting from ~~legal and illegal~~ immigration to the United States.
- (14) Geography. The student understands the relationship between population growth and ~~modernization or~~ the physical environment. The student is expected to:
- (A) identify the effects of population growth and distribution on the physical environment; and
- (B) identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act . ~~and~~
- ~~[(C) understand the effects of governmental actions on individuals, industries, and communities, including the impact on Fifth Amendment property rights.]~~
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to:
- (A) describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century;
- (B) describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act ~~anti-trust acts~~ , ~~the~~ Interstate Commerce Act, and ~~the~~ Pure Food and Drug Act;
- (C) explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882, the Open Door Policy, Dollar Diplomacy, and immigration quotas; and
- (D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States . ~~and~~
- ~~[(E) describe the emergence of monetary policy in the United States, including the Federal Reserve Act of 1913 and the shifting trend from a gold standard to fiat money.]~~
- (16) Economics. 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 monetary policy of the Federal Reserve System;
- (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 ;
- (D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression; and
- (E) describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens.
- (17) Economics. The student understands the economic effects of government policies from World War II through the present ~~and the Cold War~~ . The student is expected to:

- (A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment;
- (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;
- (C) describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s;
- (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens ~~[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).

~~[(18) — Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:]~~

~~[(A) — discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and]~~

~~[(B) — identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.]~~

(18) ~~[(19)]~~ Government. The student understands changes over time in the role of government. The student is expected to:

- (A) evaluate the impact of New Deal legislation on the historical roles of state and federal government;
- (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 September 11, 2001 ~~[(9/11)]~~ ;
- (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
- (D) describe ~~[(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.]~~

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

- (A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government; and
- (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) ~~(21)~~ Government. 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, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder ~~[- and White v. Regester]~~ ; and
 - (B) explain ~~[discuss historical reasons]~~ why landmark constitutional amendments have been proposed and ratified from 1877 to the present. ~~[the constitution has been amended; and]~~
 - ~~[(C) — evaluate constitutional change in terms of strict construction versus judicial interpretation.]~~
- (21) ~~(22)~~ Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville . The student is expected to:
- (A) discuss ~~[Alexis de Tocqueville's five]~~ values crucial to America's success as a constitutional republic , including ~~[]~~ liberty, egalitarianism, individualism, populism, and laissez-faire; and
 - (B) describe how the American values ~~[identified by Alexis de Tocqueville]~~ are different and unique from those of other nations . ~~[- and]~~
 - ~~[(C) — describe U.S. citizens as people from numerous places throughout the world who hold a common bond in standing for certain self evident truths.]~~
- (22) ~~(23)~~ Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights ~~[efforts to expand the democratic process]~~ . The student is expected to:
- (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution;
 - (B) evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924; and
 - (C) explain how participation in the democratic process reflects our national identity ~~[ethos]~~ , patriotism, and civic responsibility ; and ~~[as well as our progress to build a "more perfect union."]~~
 - (D) summarize the criteria and explain the process for becoming a naturalized citizen of the United States.
- (23) ~~(24)~~ Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to : ~~[]~~
- ~~[(A) — describe qualities of effective leadership; and]~~
 - (A) ~~(B)~~ evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, and ~~[Barry Goldwater,]~~ Sandra Day O'Connor , and Hillary Clinton; and ~~[- and Hillary Clinton]~~ ~~[]~~
 - (B) explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez.
- (24) ~~(25)~~ Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- (A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;
- (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; and
- ~~[(C) — identify the impact of popular American culture on the rest of the world over time; and]~~
- (C) ~~[(D)]~~ identify and analyze the global diffusion of American culture through ~~the entertainment industry via~~ various media.
- ~~(25) [(26)]~~ Culture. 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, gender, and religious groups ~~[minorities as well as women;]~~ in American society;
- (B) describe ~~[discuss]~~ the Americanization movement to assimilate immigrants and American Indians into American culture;
- (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; and
- (D) identify the ~~political, social, and economic~~ contributions of women such as Rosa Parks, Eleanor Roosevelt, and ~~[Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta,]~~ Sonia Sotomayor ~~[, and Oprah Winfrey]~~ to American society ; ~~and]~~
- ~~[(E) — discuss the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; and]~~
- ~~[(E) (F) discuss the importance of congressional Medal of Honor recipients, including individuals of all races and genders such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Roy Benavidez;]~~
- ~~(26) [(27)]~~ Science, technology, and society. 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;
- (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine ~~[, including vaccines]~~ ; and
- (C) describe the effect ~~[understand the impact]~~ of technological ~~[and management]~~ innovations ~~[and their applications]~~ in the workplace ~~[and the resulting productivity enhancements for business and labor]~~ such as assembly line manufacturing and ~~[, time study analysis,]~~ robotics ~~[, computer management, and just in time inventory management]~~ .
- ~~(27) [(28)]~~ Science, technology, and society. 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, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States , including changes ~~[those]~~ in transportation and communication ~~[, improve the standard of living in the United States]~~ ; and

- ~~(B) — explain how space technology and exploration improve the quality of life; and~~
- (B) ~~(C)~~ describe understand how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products.
- (28) ~~(29)~~ Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) analyze use a variety of both primary and secondary valid sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information and to analyze and 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) — understand how historians interpret the past (historiography) and how their interpretations of history may change over time;~~
- (C) ~~(D)~~ apply use the process of historical inquiry to research, interpret, and use multiple types of sources of evidence;
- (D) ~~(E)~~ evaluate the validity of a source based on language, corroboration with other sources ; and information about the author, including points of view, frames of reference, and historical context; and
- ~~(F) — identify bias in written, oral, and visual material;~~
- (E) ~~(G)~~ identify bias and support with historical evidence a point of view on a social studies issue or event ; and
- ~~(H) — use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons;~~
- (29) ~~(30)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism ; and
- (B) use correct social studies terminology correctly. ~~[to explain historical concepts; and]~~
- ~~(C) — use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate;~~
- (30) ~~(31)~~ Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information such as thematic maps, graphs, and charts representing various aspects of the United States ; and
- (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.
- (31) ~~(32)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others in a variety of settings . The student is expected to ;
- ~~(A)~~ use a problem-solving and decision-making processes process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution ; and

~~[(B) use a decision making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.42. World History Studies (One Credit), Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

- (a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.
 - (2) 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.
 - (3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.
 - (4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.
 - (5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. 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.
 - (6) 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.
 - (7) 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, and appreciate the

basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).

- (8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (10) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. 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: the development of agriculture and the development of the river valley civilizations;
 - (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;
 - (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 major world religions ~~[Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates]~~ and their impact on Asia, Africa, and Europe and ~~[]~~ the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;
 - (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;
 - (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial

Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and

- (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.
- (2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:
- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
- (B) identify the characteristics of civilization; and
- (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (3) History. 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~~];
- (B) explain the impact of the fall of Rome on Western Europe; and
- (C) compare the factors that led to the collapse of Rome and Han China.
- (4) History. 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 Roman Catholicism and Eastern Orthodoxy [Christianity] as [~~a unifying~~] social and political factors [~~factor~~] in medieval Europe and the Byzantine Empire;
- ~~[(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;]~~
- ~~[(B) [(C)]~~ describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;
- ~~[(C) [(D)]~~ explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;
- ~~[(D) [(E)]~~ describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
- ~~[(E) [(F)]~~ describe the interactions between Muslim and Hindu societies in South Asia;
- ~~[(F) [(G)]~~ explain how the Crusades, the Black Death, and the Hundred Years' War [~~and the Great Schism~~] contributed to the end of medieval Europe;
- ~~[(G) [(H)]~~ summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
- ~~[(H) [(I)]~~ explain the evolution and expansion [~~development~~] of the slave trade;
- ~~[(I) [(J)]~~ analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and
- ~~[(J) [(K)]~~ summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.

- (5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and
 - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.
- (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
 - (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.
- (7) History. The student understands the causes and impact of increased global interaction [~~European expansion~~] from 1450 to 1750. The student is expected to:
- (A) analyze the causes of European expansion from 1450 to 1750;
 - (B) explain the impact of the Columbian Exchange [~~on the Americas and Europe~~];
 - (C) explain the impact of the Atlantic slave trade on West Africa and the Americas;
 - (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;
 - (E) explain Ming China's impact on global trade; and
 - (F) explain new economic factors and principles [~~that contributed to the success~~] of Europe's Commercial Revolution.
- (8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
- ~~[(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;]~~
- (A) [~~(B)~~] explain how the Industrial Revolution led to political, economic, and social changes [~~in Europe~~];
 - (B) [~~(C)~~] identify the major political, economic, and social motivations that influenced European imperialism;
 - (C) [~~(D)~~] explain the major characteristics and impact of European imperialism; and
 - (D) [~~(E)~~] explain the effects of free enterprise in the Industrial Revolution.
- (9) History. 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~~];
 - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;
 - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and

- (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
- (10) History. The student understands the causes and impact of World War I. The student is expected to:
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;
- (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
- (C) explain the ~~[political impact of Woodrow Wilson's Fourteen Points and the]~~ political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
- (D) identify the causes of the February (March) and October (November) revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
- (11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:
- (A) summarize the international, political, and economic causes of the global depression; and
- (B) explain the responses of governments ~~[in the United States, Germany, and the Soviet Union]~~ to the global depression such as in the United States, Germany, Great Britain, and France .
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism;
- (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and
- (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, ~~[Japanese imperialism,]~~ the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.
- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (A) summarize how the outcome of World War II contributed to the development of the Cold War;
- (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise ~~[and how it differed from Soviet communism]~~ ;
- (C) identify ~~[the following]~~ major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;
- (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; ~~[and]~~
- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and

- (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations.
- ~~[(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.]~~
- (14) History. The student understands the development and use of radical Islamic terrorism in the second half of the 20th century and the early 21st century ~~[fundamentalism and the subsequent use of terrorism by some of its adherents]~~. The student is expected to:
- (A) explain the impact of geopolitical influences on ~~[summarize]~~ the development ~~[and impact]~~ of radical Islamic terrorism ~~[fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of terrorist groups al Qaeda]~~; ~~[and]~~
- (B) explain the impact of radical Islamic terrorism on global events; and
- (C) ~~[(B)]~~ explain the U.S. response to the events surrounding ~~[terrorism from]~~ September 11, 2001, and other acts of radical Islamic terrorism ~~[to the present]~~.
- ~~[(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:]~~
- ~~[(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and]~~
- ~~[(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.]~~
- (15) ~~[(16)]~~ Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
- (B) analyze the influence of human and physical geographic factors on major events in world history such as ~~[, including]~~ the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and
- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (16) ~~[(17)]~~ Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution ~~[and the Industrial Revolution]~~;
- (B) summarize the role of economics in driving political changes as related to ~~[the Neolithic Revolution and]~~ the Industrial Revolution; and
- (C) describe ~~[summarize]~~ the economic ~~[and social]~~ impact of ~~[20th century]~~ globalization.
- (17) ~~[(18)]~~ Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system, including the influence ~~[contributions]~~ of Adam Smith ~~[, especially the influence of his ideas found in *The Wealth of Nations*]~~;
- (B) identify the historical origins and characteristics of communism, including the influence ~~[influences]~~ of Karl Marx;
- (C) identify the historical origins and characteristics of socialism;

- (D) identify the historical origins and characteristics of fascism; and
 - (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century . [~~and~~]
 - ~~[(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th century free market economies, compared to communist command communities.]~~
- (18) ~~[(19)]~~ Government. The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
 - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (19) ~~[(20)]~~ Government. 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 French Revolution [~~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 political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, [~~Thomas Jefferson,~~] and William Blackstone; and
 - (D) explain the significance of the League of Nations and the United Nations.
- (20) ~~[(21)]~~ Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
 - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
 - (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.
- (21) ~~[(22)]~~ Citizenship. 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:
- (A) summarize the development of the rule of law from ancient to modern times;
 - (B) identify the origins [~~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" from sources including [~~that originated from~~] the Judeo-Christian legal tradition and in Greece and Rome;
 - (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union [~~and Armenia~~] ;

- (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur;
- (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, [~~Oscar Romero, Natan Sharansky,~~] Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and
- (F) identify examples of [~~assess the degree to which~~] American ideals that have advanced human rights and democratic ideas throughout the world.
- (22) [~~23~~] Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins and central ideas in the development of monotheism;
- (B) [~~(A)~~] describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Sikhism [~~, and the development of monotheism~~]; and
- (C) [~~(B)~~] identify examples of religious influence on various events referenced in the major eras of world history.
- (23) [~~24~~] Culture. 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 [~~during major eras of world history~~].
- (24) [~~25~~] Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
- (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;
- (C) explain how the relationship between [~~among~~] Christianity and Humanism [~~, individualism, and growing secularism~~] that began with the Renaissance [~~and how the relationship~~] influenced subsequent political developments; and
- (D) explain how geopolitical and religious influences have impacted [~~developments in Islam-influenced~~] [~~influences~~] law and government in the Muslim world [~~such as secularism, nationalism, and fundamentalism~~].
- (25) [~~26~~] Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- [~~(A)~~] identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- (A) [~~(B)~~] analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
- (B) [~~(C)~~] describe [~~identify~~] examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

- (26) ~~(27)~~ Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, ~~and~~ the Islamic caliphates between 700 and 1200 , and ~~in~~ China from the Tang to Ming dynasties;
 - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;
 - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;
 - (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
 - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.
- (27) ~~(28)~~ Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:
- (A) explain the role of textile manufacturing , ~~and~~ steam technology , development ~~in~~ ~~initiating the Industrial Revolution and the role~~ of the factory system , and transportation technology in ~~advancing~~ the Industrial Revolution;
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;
 - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;
 - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- (28) ~~(29)~~ Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including ~~electronic~~ technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
 - (B) explain how historians analyze ~~when examining~~ sources for ~~analyze~~ frame of reference, historical context, and point of view to interpret historical events;
 - (C) analyze ~~explain the differences between primary and secondary sources and~~ ~~examine~~ primary and secondary ~~those~~ sources to determine ~~analyze~~ frame of reference, historical context, and point of view;
 - (D) evaluate the validity of a source based on bias ~~language~~ , corroboration with other sources, and information about the author;
 - ~~(E) identify bias in written, oral, and visual material;~~

~~(E)~~ ~~[(F)]~~ analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and

~~(F)~~ ~~[(G)]~~ construct a thesis on a social studies issue or event supported by evidence . ~~[; and]~~

~~[(H)]~~ ~~use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.]~~

~~(29)~~ Social studies skills. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:

~~(A)~~ create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

~~(B)~~ analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.

~~(30)~~ Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

~~(A)~~ use social studies terminology correctly;

~~(B)~~ use effective written communication skills, including proper citations and avoiding plagiarism; and

~~[(B)]~~ ~~use standard grammar, spelling, sentence structure, and punctuation;]~~

~~(C)~~ interpret and create written, oral, and visual presentations of social studies information . ~~[; and]~~

~~[(D)]~~ ~~transfer information from one medium to another.]~~

~~(31)~~ Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others ~~[; in a variety of settings]~~ . The student is expected to ~~[;]~~

~~[(A)]~~ use ~~[a]~~ problem-solving and decision-making processes ~~[process]~~ to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . ~~[; and]~~

~~[(B)]~~ ~~use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

§113.43. World Geography Studies (One Credit), Adopted 2018 ~~[Beginning with School Year 2011-2012]~~ .

(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.

(b) Introduction.

(1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how

components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams is encouraged.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
 - (4) 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.
 - (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
 - (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."
 - (8) Students [~~identify and~~] discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved [~~either met or failed to meet~~] the ideals espoused in the founding documents.
- (c) Knowledge and skills.

- (1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:
- (A) analyze ~~[the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including]~~ significant physical features and environmental conditions that have influenced the past and migration patterns and have shaped the distribution of culture groups today; and
 - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
- (2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:
- (A) describe the human and physical characteristics of the same regions at different periods of time to analyze [evaluate] relationships between past events and current conditions; and
 - (B) explain how changes in societies such as population shifts, technological advancements, and environmental policies have led to diverse uses of physical features over time such as terrace farming, dams, and polders .
- (3) Geography. The student understands how physical processes shape patterns in the physical environment. The student is expected to:
- (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships;
 - (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and
 - (C) describe how [examine the] physical processes such as hurricanes, El Niño, earthquakes, and volcanoes [that] affect the lithosphere, atmosphere, hydrosphere, and biosphere [such as hurricanes, El Niño, earthquakes, and volcanoes] .
- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
 - (B) describe different landforms such as plains, mountains, and islands and the physical processes that cause their development; and
 - (C) explain the influence of climate on the distribution of biomes in different regions.
- (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:
- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and
 - (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the levels as defined by the [terms] Human Development Index [less developed, newly industrialized, and more developed] .
- (6) Geography. The student understands the types, patterns, and processes of settlement. The student is expected to:

- (A) locate and describe human and physical features that influence the size and distribution of settlements; and
 - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities.
- (7) Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:
- (A) ~~[construct and]~~ analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends;
 - (B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, ~~[push and pull factors and physical geography]~~ affect the routes and flows of human migration;
 - (C) describe trends in world population growth and distribution; and
 - (D) analyze [examine] how [benefits and challenges of] globalization affects ~~[-including]~~ connectivity, standard of living, pandemics, and loss of local culture.
- (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;
 - (B) ~~[describe the interaction between humans and the physical environment and]~~ analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes on people and their environment ; and
 - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.
- (9) Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and
 - (B) describe different types of regions, including formal, functional, and perceptual regions.
- (10) Economics. The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to:
- (A) describe the forces that determine the distribution of goods and services in traditional, free enterprise, socialist, and communist economic systems;
 - (B) classify ~~[where specific]~~ countries ~~[fall]~~ along the economic spectrum between free enterprise and communism;
 - (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and
 - (D) compare global trade patterns over time and analyze [examine] the implications of globalization, including outsourcing and free trade zones.
- (11) Economics. The student understands how geography influences economic activities. The student is expected to:

- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary);
 - (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and
 - (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
 - (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.
- (13) Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:
- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and
 - (B) compare maps of voting patterns and ~~or~~ political boundaries to make inferences about the distribution of political power.
- (14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:
- (A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;
 - (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and
 - (C) analyze the human and physical factors that influence ~~the power to~~ control of territories ~~territory~~ and resources, ~~create~~ conflict/war, and ~~impact~~ international ~~political~~ relations of sovereign nations such as China, the United States, Japan, and Russia and ~~international organizations~~ ~~organized nation groups~~ such as the United Nations (UN) and the European Union (EU).
- (15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes at ~~on local, state,~~ national [½] and international levels. The student is expected to:
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes at ~~on local, state,~~ national [½] and international levels; and
 - (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.
- (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;
 - (B) describe elements of culture, including language, religion, beliefs ~~and customs~~, institutions, and technologies; and

- ~~[(C) — explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and]~~
- (C) ~~[(D)]~~ describe ~~[compare]~~ life in a variety of urban and rural areas in the world to compare ~~[evaluate]~~ political, economic, social, and environmental changes.
- (17) Culture. 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;
 - (B) describe central ideas and spatial distribution of major religious traditions ~~[world-religions]~~ , including ~~[animism,]~~ Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism ~~[-, and their spatial distribution]~~ ;
 - (C) compare economic, political, or social opportunities in different cultures for ~~[women, ethnic and religious minorities, and other]~~ underrepresented populations such as women and ethnic and religious minorities ; and
 - (D) evaluate the experiences and contributions of diverse groups to multicultural societies.
- (18) Culture. 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 and ~~[;]~~ effects ~~[-, and perceptions]~~ of conflicts between groups of people, including modern genocides and terrorism;
 - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and
 - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, ~~[U.S.-based fast food franchises, the English]~~ language, foods, technology, or global sports.
- (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment;
 - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and
 - (C) analyze ~~[examine]~~ the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.
- (20) Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and
 - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.
- (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including ~~[electronic]~~ technology. The student is expected to:

- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
 - (B) identify [~~locate~~] places of contemporary geopolitical significance on a map; [~~and~~]
 - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change; [~~and~~]
 - ~~(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections over time; and~~
 - (E) identify different points of view about an issue or current topic.
- (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) create [~~design and draw~~] appropriate graphics such as maps, diagrams, tables, and graphs to communicate geographic features, distributions, and relationships;
 - (B) generate summaries, generalizations, and thesis statements supported by evidence;
 - (C) use social studies [~~geographic~~] terminology correctly; and
 - ~~(D) use standard grammar, spelling, sentence structure, and punctuation; and~~
 - (D) [(E)] create original work using effective written communication skills, including proper citations and understanding and avoiding plagiarism.
- (23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~in a variety of settings~~]. The student is expected to:
- (A) plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;
 - (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions; and
 - (C) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

§113.44. United States Government (One-Half Credit), Adopted 2018 [~~Beginning with School Year 2011-2012~~].

- (a) General requirements. Students shall be awarded one-half unit of credit for successful completion of this course.
- (b) Introduction.
 - (1) In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of

individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as the complete text of the U.S. Constitution, selected Federalist Papers, landmark cases of the U.S. Supreme Court (such as those studied in Grade 8 and U.S. History Since 1877), biographies, autobiographies, memoirs, speeches, letters, and periodicals that feature analyses of political issues and events is encouraged.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. 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.
- (4) 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.
- (5) 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, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
 - (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.
 - (B) 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 from the Declaration of Independence : "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."

- (8) Students ~~[identify and]~~ discuss how and whether the actions of U.S. citizens and the local, state, and federal governments have achieved ~~[either met or failed to meet]~~ the ideals espoused in the founding documents.
- (c) Knowledge and skills.
- (1) History. 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;
 - (D) identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;
 - (E) analyze ~~[examine]~~ debates and compromises that impacted the creation of the founding documents; and
 - (F) identify significant individuals in the field of government and politics, including George Washington, Thomas Jefferson, John Marshall, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Ronald Reagan.
- (2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:
- (A) describe ~~[give examples of]~~ the processes used by individuals, political parties, interest groups, or the media to affect public policy; and
 - (B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.
- (3) Geography. The student understands how geography can influence U.S. political districts ~~[divisions]~~ and policies. The student is expected to:
- (A) explain ~~[understand]~~ how population shifts affect voting patterns;
 - (B) examine political boundaries to make inferences regarding the distribution of political power; and
 - (C) explain how political districts ~~[divisions]~~ are crafted and how they are affected by Supreme Court decisions such as Baker v. Carr.
- ~~[(4) — Geography. The student understands why certain places or regions are important to the United States. The student is expected to:]~~
- ~~[(A) — identify the significance to the United States of the location and key natural resources of selected global places or regions; and]~~
- ~~[(B) — analyze how U.S. foreign policy affects selected places and regions.]~~

- (4) ~~(5)~~ Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) explain how government fiscal, ~~monetary,~~ and regulatory policies influence the economy at the local, state, and national levels; ~~and~~
 - ~~(B) identify the sources of revenue and expenditures of the U. S. government and analyze their impact on the U.S. economy;~~
 - (B) ~~(C)~~ compare the role of government in the U.S. free enterprise system and other economic systems; and
 - (C) ~~(D)~~ explain ~~understand~~ how government taxation, expenditures, and regulation can influence the U.S. economy and impact ~~serve as restrictions to~~ private enterprise.
- (5) ~~(6)~~ Economics. The student understands the relationship between U.S. government policies and the economy. The student is expected to:
- (A) analyze ~~examine~~ how ~~the U.S. government uses~~ economic and natural resources influence U.S. ~~in~~ foreign policy; and
 - (B) describe ~~understand~~ the roles of the executive and legislative branches in setting international trade and fiscal policies.
- (6) ~~(7)~~ Government. 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;
 - (B) explain ~~evaluate~~ how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
 - (C) analyze how the Federalist Papers such as Number 10 ~~, Number 39,~~ and Number 51 explain the principles of the American constitutional system of government;
 - (D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
 - (E) describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; ~~and~~
 - (F) identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles reflected in the Declaration of Independence and the U.S. Constitution contribute to both a national identity and federal identity and are embodied in the United States today. ~~and~~
 - ~~(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."~~
- (7) ~~(8)~~ Government. The student understands the structure and functions of the government created by the U.S. Constitution. The student is expected to:
- (A) analyze the structure and functions of the legislative branch of government, including the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
 - (B) analyze the structure and functions of the executive branch of government, including the constitutional powers of the president, the growth of presidential power, and the role of the Cabinet and executive departments;

- (C) analyze the structure and functions of the judicial branch of government, including the federal court system, types of jurisdiction, and judicial review;
- (D) identify the purpose of selected independent executive agencies, including the National Aeronautics and Space Administration (NASA), and regulatory commissions, including the Environmental Protection Agency (EPA), Occupational Safety and Health Administration (OSHA), Food and Drug Administration (FDA), and Federal Communications Commission (FCC);
- (E) explain how certain provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
- (F) analyze selected issues raised by judicial activism and judicial restraint;
- (G) explain the major responsibilities of the federal government for domestic and foreign policy such as national defense; and
- (H) compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.

(8) ~~(9)~~ Government. The student understands the concept of federalism. The student is expected to:

- (A) explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
- (B) categorize government powers as national, state, or shared;
- (C) analyze historical and contemporary conflicts over the respective roles of national and state governments; and
- (D) explain how the U.S. Constitution limits ~~constitutional provisions limit~~ the power of national and state governments.

~~[(D) understand the limits on the national and state governments in the U.S. federal system of government.]~~

(9) ~~(10)~~ Government. The student understands the processes for filling public offices in the U.S. system of government. The student is expected to:

- (A) identify ~~compare~~ different methods of filling public offices, including elected and appointed offices at the local, state, and national levels;
- (B) explain the process of electing the president of the United States and analyze the Electoral College; and
- (C) analyze the impact of the passage of the 17th Amendment.

(10) ~~(11)~~ Government. The student understands the role of political parties in the U.S. system of government. The student is expected to:

- (A) analyze the functions of political parties and their role in the electoral process at local, state, and national levels; and
- (B) explain the two-party system and evaluate the role of third parties in the United States. ~~and~~

~~[(C) identify opportunities for citizens to participate in political party activities at local, state, and national levels.]~~

(11) ~~(12)~~ Government. The student understands the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:

- (A) compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
- ~~[(B) — analyze advantages and disadvantages of federal, confederate, and unitary systems of government; and]~~
- (B) ~~[(C)]~~ analyze advantages and disadvantages of presidential and parliamentary systems of government.
- (12) ~~[(13)]~~ Citizenship. The student understands the rights that are protected and secured [guaranteed] by the U.S. Constitution and Bill of Rights. The student is expected to:
- (A) explain [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 protected and secured [guaranteed] by each amendment in the Bill of Rights;
- (D) analyze [examine] the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare this to the concept of [phrase—] separation of church and state; [—]
- (E) ~~[(D)]~~ analyze U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution in selected cases, including Engel v. Vitale, Schenck v. United States, Texas v. Johnson, Miranda v. Arizona, Gideon v. Wainwright, Mapp v. Ohio, and Roe v. Wade;
- (F) ~~[(E)]~~ explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
- (G) ~~[(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 through [—including the Blaine Amendment and] U.S. Supreme Court rulings [—] and analyze the impact on the scope of fundamental rights and federalism.
- (13) ~~[(14)]~~ Citizenship. The student understands the difference between personal and civic responsibilities. The student is expected to:
- (A) describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
- ~~[(A) — explain the difference between personal and civic responsibilities;]~~
- ~~[(B) — evaluate whether and/or when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;]~~
- (B) ~~[(C)]~~ explain [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; and
- (C) ~~[(D)]~~ describe [understand] the voter registration process and the criteria for voting in elections.
- (14) ~~[(15)]~~ Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:
- (A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;

- (B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and
 - (C) describe [~~understand~~] the factors that influence an individual's political attitudes and actions.
- (15) [~~16~~] Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) analyze [~~examine~~] different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and
 - (B) analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
- (16) [~~17~~] Culture. 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.
- (17) [~~18~~] Science, technology, and society. 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) explain [~~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.
- (18) [~~19~~] Science, technology, and society. The student understands the impact of advances in science and technology on government [~~and society~~]. The student is expected to:
- (A) describe [~~understand~~] the potential impact [~~on society~~] of recent scientific discoveries and technological innovations on government policy; and
 - (B) evaluate the impact of the Internet and other electronic information on the political process.
- (19) [~~20~~] Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including [~~electronic~~] technology. The student is expected to:
- (A) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (B) create a product on a contemporary government issue or topic using critical methods of inquiry;
 - (C) analyze and defend a point of view on a current political issue;

- (D) analyze and evaluate the validity of information, arguments, and counterarguments from primary and secondary sources for bias, propaganda, point of view, and frame of reference; and
 - (E) evaluate government data using charts, tables, graphs, and maps . [~~and~~]
 - ~~[(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.]~~
- (20) [~~(21)~~] Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly; and
 - ~~[(B) use standard grammar, spelling, sentence structure, and punctuation;]~~
 - ~~[(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and]~~
 - (B) [~~(D)~~] create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism .
- (21) [~~(22)~~] Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others [~~, in a variety of settings~~] . The student is expected to [∓]
- ~~[(A) use [a] problem-solving and decision-making processes [process] to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution . [~~and~~]~~
 - ~~[(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.]~~

Subchapter D. Other Social Studies Courses

§113.51. Implementation of Texas Essential Knowledge and Skills for Social Studies, Other Social Studies Courses.

- (a) The provisions of §§113.52-113.75 of this subchapter shall be implemented by school districts beginning September 1, 1998.
- (b) The provisions of §§113.76-113.80 of this subchapter shall be implemented by school districts beginning with the 2019-2020 school year.

§113.76. Economics Advanced Studies (One-Half Credit).

- (a) General requirements. Students may take this course with different course content for a maximum of one credit. Students who are pursuing the Distinguished Achievement Program may take Economics Advanced Studies to earn state credit for developing, researching, and presenting their mentorship or independent study advanced measure.
- (b) Introduction. In Economics Advanced Studies, an elective course, students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a variety of technologies; and present a product of professional quality to an appropriate audience.
- (c) Knowledge and skills.
 - (1) The student will investigate, independently or collaboratively, a problem, issue, or concern within a selected profession or discipline. The student is expected to:
 - (A) analyze the relationship between his or her interests and career/discipline;
 - (B) review literature from varied sources from the selected career or discipline;
 - (C) identify a problem, issue, or concern;
 - (D) survey and/or interview professionals to determine the appropriateness of a project; and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project.
 - (2) The student will demonstrate understanding of the research methods and/or technologies used in a selected profession or discipline. The student is expected to:
 - (A) develop an understanding of the requirements and practices of the profession in the selected career or discipline through observation;
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline; and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices.
 - (3) The student will develop products that meet standards recognized by the selected profession or discipline. The student is expected to:
 - (A) collaborate with the appropriate professionals to define the product;
 - (B) develop a plan for product completion;
 - (C) develop assessment criteria for successful completion of the project;
 - (D) establish the appropriateness of the product for the intended audience;
 - (E) implement the plan for product completion; and

- (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes.
- (4) The student will demonstrate an understanding of the selected problem, issue, or concern by explaining or justifying findings to an appropriate audience for public comment or professional response. The student is expected to:
 - (A) review and revise the plan to present the findings;
 - (B) make arrangements for the presentation of findings to an appropriate audience;
 - (C) present findings, simulating the skills used by professionals;
 - (D) consider feedback received from the audience;
 - (E) reflect on the study and its potential for impact on the field; and
 - (F) reflect on personal learning experiences of the study.

§113.77. Advanced Placement (AP) Microeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Microeconomics is used to meet the required course requirement for state graduation, Macroeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Microeconomics are prescribed in the College Board Publication *Advanced Placement Course in Microeconomics* published by The College Board.

§113.78. Advanced Placement (AP) Macroeconomics (One-Half Credit).

- (a) General requirements. This course may be used to meet required course requirements for state graduation. If Macroeconomics is used to meet the required course requirement for state graduation, Microeconomics may be used as a state-approved elective.
- (b) Content requirements. Content requirements for Advanced Placement (AP) Macroeconomics are prescribed in the College Board Publication *Advanced Placement Course in Macroeconomics* published by The College Board.

§113.79. International Baccalaureate (IB) Economics Standard Level (SL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics SL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.

§113.80. International Baccalaureate (IB) Economics Higher Level (HL) (Two Credits).

- (a) General requirements. One-half credit may be used to meet the course requirement in Economics for state graduation and one and one-half credits may be used to meet only elective course requirements for state graduation.
- (b) Content requirements. Content requirements for IB Economics HL are prescribed by the International Baccalaureate Organization. Subject guides may be obtained from International Baccalaureate of North America.