

ATTACHMENT III
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.29. Foundations of Economics (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2026-2027 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may not be awarded credit for both this course and the Economics with Emphasis on the Free Enterprise System and Its Benefits course adopted under this subchapter.
- (c) Introduction.
 - (1) Foundations of Economics is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. Beginning with the history of economic thought, the focus is on microeconomic 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 macroeconomic concepts of specialization and 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. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;

- (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. Skills should include:
- (A) analyze economic data, including graphs, charts, and statistical models, to identify patterns, draw conclusions, and make evidence-based predictions about economic trends (E, S);
 - (B) construct and defend an evidence-based economic argument and use reasoning to connect evidence to the claim (E, S);
 - (C) engage in civil discourse about economics topics, including those with multiple perspectives(G/Civ, E, S); and
 - (D) evaluate the reliability, bias, and perspective of economic sources to determine their validity in supporting an economic argument (E, S).
- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating

resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.

- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) History of Economic Thought. The student understands **the history and theories of** economics. The student is expected to:

(A) define economics (E); **and**

(B) identify the relationship between virtue, including trust, courage, and justice, and individual economic endeavors in historical and religious texts, including the Torah and the Old Testament (H, E, S); **and**

(C) **compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S);**

(2) History of Economic Thought. The student understands the economics of mercantilism and economic nationalism. The student is expected to compare mercantilism and economic nationalism using primary and secondary sources (H, G/Civ, E, S);

(3) History of Economic Thought. The student understands classical economics. The student is expected to:

(A) describe classical economics (E);

(D) (B) explain the principles of free enterprise described in "An Inquiry into the Nature and Causes of the Wealth of Nations" by Adam Smith, including competition, division of labor, and limited government involvement in the economy (H, G/Civ, E, S); **and**

(C) summarize the economic theories of Alexis de Toqueville by using excerpts from "Democracy in America" (H, G/Civ, E, S); and

(E) (D) explain how individual character traits, including responsibility and work ethic, were believed to contribute to economic success in classical economic thought (H, G/Civ, E, S).

(2) (4) History of Economic Thought. The student understands the economics of socialism and communism. The student is expected to:

(A) explain how **socialism is a step towards communism according to Marx (Karl Marx and Friedrich Engels described socialism as a transitional stage toward communism in the Communist Manifesto, including increased collective ownership of major industries, continued class conflict between workers and owners, and the goal of achieving a classless society)** (H, G/Civ, E, S);

(B) compare the role of individual effort and personal responsibility in the American free enterprise system with government or collective control in socialism and communism (H, G/Civ, E); and

(C) contrast virtue, character, and individual economic endeavors central to the American free enterprise system with socialism and communism (H, G/Civ, E, S).

(3) (5) History of Economic Thought. The student understands **the ideas of limited government in** neoclassical economics. The student is expected to:

(A) **define (describe)** neoclassical economics (E); **and**

(B) explain **how (the basic ideas of neoclassical economics and how economists, including Friedrich Hayek (and Milton Friedman, emphasized individual choice,**

decentralized decision-making market competition , and limited government intervention in the economy (H, E) ; and [2]

(C) explain how Milton Friedman supported free-market economics through competition, consumer choice, and limited government involvement in the economy (H, E).

~~[(6)]~~ History of Economic Thought. The student understands economic and political freedom. The student is expected to analyze the relationship between economic and political freedom using primary and secondary sources (H, G/Civ, E, S);

~~(4)~~ ~~[(7)]~~ Scarcity and Opportunity Cost (Micro). The student understands how scarcity influences economic decisions and the role of factors of production in the creation of goods and services [the role of capital in the production of goods and services] . The student is expected to:

~~(A)~~ define economic opportunity (E);

~~(B)~~ explain scarcity in terms of opportunity cost (E);

~~(C)~~ ~~[(A)]~~ explain the four factors of production, including land, labor, capital, and entrepreneurs (E);

~~[(B)]~~ explain types of capital, including physical capital and human capital (E);

~~(D)~~ ~~[(C)]~~ explain how [the] types of capital can produce goods and services (E, S);

~~(E)~~ ~~[(D)]~~ define types of goods as durable, non-durable, consumer, and capital ,and define services (E) ; [2]and

~~[(E)]~~ define services (E);

~~[(8)]~~ Scarcity and Opportunity Cost (Micro). The student understands opportunity in economics. The student is expected to:

~~[(A)]~~ define economic opportunity (E); and

~~[(B)]~~ explain scarcity in terms of opportunity cost (E);

~~(5)~~ ~~[(9)]~~ Scarcity and Opportunity Cost (Micro). The student understands the role of producers and consumers in scarcity and opportunity costs. The student is expected to:

(A) explain how [determine the] choices [that] involve [opportunity cost and] tradeoffs and result in opportunity cost in decision making (E, S);

~~[(B)]~~ model the choices that involve opportunity cost and tradeoffs (E, S);

(B) explain how societies answer the fundamental economic question of what to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(C) explain how societies answer the fundamental economic question of how to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

(D) explain how societies answer the fundamental economic question of for whom to produce when faced with scarcity and tradeoffs (G/Civ, E, S);

~~(E)~~ ~~[(C)]~~ describe the concept [Jevons, Menger, and Walras conception] of marginal analysis (E); and

~~[(D)]~~ analyze how geographic relationships lead to the choices made by societies when confronted by the condition of scarcity, using maps and graphs (Geo/C, E, S);

~~[(E)]~~ determine ways societies answer the fundamental economic question of what to produce (G/Civ, E, S);

~~[(F)]~~ determine ways societies answer the fundamental economic question of how to produce (G/Civ, E, S); and

~~[(C) — determine ways societies answer the fundamental economic question of for whom to produce (G/Civ, E, S);~~

~~[(10) — Scarcity and Opportunity Cost (Micro). The student understands interest rates. The student is expected to:]~~

~~[(A) — define interest rates (E); and]~~

~~[(B) — explain how charging interest affects borrowing decisions, scarcity of resources, and opportunity costs (E);]~~

~~[(11) — Scarcity and Opportunity Cost (Micro). The student understands the production possibilities curve. The student is expected to:]~~

~~[(F) [(A)] — graph and explain how a [the] production possibilities curve illustrates inefficiency, full use of resources, and unattainable economic conditions (E) ; [2]~~

~~[(B) — identify the factors that shift the production possibilities curve (E, S); and]~~

~~[(C) — create a production possibilities curve to analyze the condition of scarcity and opportunity costs (E, S);]~~

~~(6) [(12)] — Supply, Demand and Markets (Micro). The student understands the principles of supply and demand. The student is expected to:~~

~~(A) — define the laws of supply and demand (E);~~

~~(B) — identify the determinants that shift [of] supply and demand (E);~~

~~(C) — graph supply and demand to illustrate movement along and shifts in supply and demand curves [the curve] (G/Civ, E, S); [and]~~

~~(D) — explain shortages, surpluses, and equilibrium [analyze economic data] using supply and demand graphs (G/Civ, E, S) ; [2]~~

~~(E) — define Say's Law (E); and]~~

~~(F) — define equilibrium price and identify determinants of change to equilibrium price (E, S);]~~

~~[(13) — Supply, Demand and Markets (Micro). The student understands Say's Law. The student is expected to define Say's Law by Jean-Baptiste Say (E);]~~

~~(7) [(14)] — Supply, Demand and Markets (Micro). The student understands how buyers and sellers interact in markets to determine prices, respond to scarcity, and generate profit [the role of buyers and sellers] . The student is expected to:~~

~~(A) — explain the circular flow model (E);~~

~~(B) [(A)] — explain the role of buyers and sellers in markets (E);~~

~~[(B) — define equilibrium price and identify determinants of change to equilibrium price (E, S); and]~~

~~[(C) — explain the circular flow model (E);]~~

~~[(15) — Supply, Demand and Markets (Micro). The student understands prices. The student is expected to:]~~

~~(C) [(A)] — explain how scarcity influences supply, demand, and market prices (E);~~

~~[(B) — analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and]~~

~~(D) [(C)] (C) — explain how price elasticity reflects how consumers and producers respond to changes in price (E) ; [2]~~

(E) analyze how price controls, including price floors and price ceilings, can create surpluses or shortages (E); and

(F) define profit in a market economy (G/Civ, E).

~~(16)~~ Supply, Demand and Markets (Micro). The student understands profit. The student is expected to define profit in a market economy (G/Civ, E);

~~(8)~~ ~~(17)~~ Supply, Demand and Markets (Micro). The student understands business structures. The student is expected to:

(A) describe the role of competition economic institutions in market economies (G/Civ, E);

(B) describe the role of competition in a monopoly (E);

(C) describe the role of competition in an oligopoly (E); and

(D) describe the role of competition in pure competition (E) ;

~~(E) describe market process (E);~~

~~(F) describe competition (E); and~~

~~(G) apply research methods to synthesize information about business structures in market economies using a variety of sources (G/Civ, E, S);~~

~~(9)~~ ~~(18)~~ Decision and Game Theory (Micro). The student understands the fundamentals of the theory of the firm. The student is expected to:

(A) define the theory of the firm (E); and

(B) define and apply the law of diminishing returns (E) ; and

~~(19)~~ Decision and Game Theory (Micro). The student understands the fundamentals of game theory. The student is expected to:

~~(C)~~ ~~(A)~~ describe how firms make decisions using game theory (E, S) ;

~~(B) describe short run, one off game (E);~~

~~(C) describe Prisoner's Dilemma game (E); and~~

~~(D) describe long run games (E);~~

~~(10)~~ ~~(20)~~ Microeconomics of Public Policy (Micro). The student understands how government actions influence markets, including public goods and services, competition, regulation, incentives, and taxation public goods and services. The student is expected to:

(A) identify public goods and services (E); and

(B) explain factors that influence individuals' evaluate how and why individuals make choices regarding their use of public goods and services, including cost, access, and benefit to the community (G/Civ, E, S) ;

(C) describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S);

(D) explain how government policies influence wage, including minimum wage, and price controls affect behaviors of individuals and firms (G/Civ, E, S);

(E) explain how the moral hazard problem changes behavior and risk taking when firms and individuals are protected by government action (G/Civ, E);

(F) identify factors that contribute to natural monopolies, including infrastructure costs and economies of scale (Geo/C, E, S);

~~(21) Microeconomics of Public Policy (Micro). The student understands competition in microeconomics. The student is expected to describe the purpose of laws and regulations adopted in the United States to promote competition among firms (G/Civ, E, S).~~

~~(22) Microeconomics of Public Policy (Micro). The student understands government controls in microeconomics. The student is expected to evaluate the impact of government wage and price controls on individuals and firms (G/Civ, E, S).~~

~~(23) Microeconomics of Public Policy (Micro). The student understands the moral hazard problem. The student is expected to explain the moral hazard problem in public policy (G/Civ, E).~~

~~(24) Microeconomics of Public Policy (Micro). The student understands natural monopolies. The student is expected to analyze how geographic factors contribute to natural monopolies (Geo/C, E, S).~~

~~(25) Microeconomics of Public Policy (Micro). The student understands types of taxation. The student is expected to:~~

~~(G) (A) _____ define [examples of] sales, income, property, and excise tax (G/Civ, E); and~~

~~(B) _____ define income tax (G/Civ, E);~~

~~(C) _____ define property tax (G/Civ, E);~~

~~(D) _____ define excise tax (G/Civ, E); and~~

~~(H) (E) _____ describe the economic impact of different types of taxation on consumers and firms (G/Civ, E).~~

~~(26) Microeconomics of Public Policy (Micro). The student understands a subsidiary. The student is expected to describe the characteristics of the subsidiary (E).~~

~~(11) (27) _____ Money and Monetary Policy (Macro). The student understands the functions and attributes of money. The student is expected to:~~

~~(A) _____ describe the basic functions of money (E);~~

~~(B) _____ describe the attributes of money (E);~~

~~(C) _____ compare commodity money, representative money, and fiat money (E, S); and~~

~~(D) _____ identify opportunity cost in using [determine the relationship between] commodity, representative, and fiat monies [and opportunity cost] (E).~~

~~(12) National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:~~

~~(A) _____ explain the factors in the country's overall level of income, employment, and prices (G/Civ, E);~~

~~(B) _____ identify the components of Gross Domestic Product (GDP) (E, S);~~

~~(C) _____ identify the types of unemployment as structural, frictional, and cyclical (E);~~

~~(D) _____ describe inflation and its causes (E);~~

~~(E) _____ determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S);~~

~~(F) _____ identify the determinants of aggregate supply and aggregate demand (E);~~

~~(G) _____ interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);~~

~~(H) _____ determine how changes in aggregate supply and aggregate demand impact the economy (E, S);~~

(I) describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S); and

(J) explain imprecision in economic measurement (E).

(13) (28) Money and Monetary Policy (Macro). The student understands the Federal Reserve System. The student is expected to :

(A) describe the purpose, goals, and tools of the Federal Reserve System in setting monetary policy (G/Civ, E) ; [2]

(29) Money and Monetary Policy (Macro). The student understands price stability. The student is expected to:

(B) (A) define monetary policy and explain price stability (E); [and]

(B) explain the role of the Federal Reserve in maintaining price stability (G/Civ, E);

(30) Money and Monetary Policy (Macro). The student understands the concept of full employment. The student is expected to:

(A) define full employment (E); and

(C) (B) explain the role of the Federal Reserve in maintaining full employment (G/Civ, E) ; [2]

(D) define full employment (E);

(31) Money and Monetary Policy (Macro). The student understands monetary tools used by the Federal Reserve. The student is expected to:

(E) (A) define money supply (E);

(F) (B) explain how increases and decreases in the money supply on the economy using a variety of resources can influence inflation, interest rates, and economic growth (G/Civ, E, S); and

(G) (C) describe how the Federal Reserve uses monetary policy tools, including open market operations, reserve requirements, and the discount rate, to influence the money supply (G/Civ, E).

(14) (32) Fiscal Policy (Macro). The student understands government fiscal policy in macroeconomics. The student is expected to:

(A) explain major revenue and expenditure categories (E); [and]

(B) explain the government's role in taxation (G/Civ, E) ; [2]

(33) Fiscal Policy (Macro). The student understands changes in federal spending and taxation. The student is expected to:

(C) (A) explain budget deficits and surpluses (G/Civ, E);

(B) distinguish between budget deficit and debt (G/Civ, E, S);

(D) (C) (C) analyze how budget deficits and surpluses influence the creation of fiscal policy (G/Civ, E, S); [and]

(D) analyze the impact of the national debt on fiscal policy by engaging in civil discourse using multiple perspectives (G/Civ, E, S);

(34) Fiscal Policy (Macro). The student understands modern approaches to fiscal policy. The student is expected to:

(E) describe supply-side economics (E); and

(E) ~~(A)~~ explain how ~~[analyze]~~ Keynesian economics uses fiscal policy to stabilize the economy through aggregate demand ~~[using primary and secondary sources]~~ (H, E, S); ~~[; and]~~

~~(B)~~ describe supply side economics (E);

~~(35)~~ National Statistics and Economic Measurement (Macro). The student understands what measures are used to evaluate the economy. The student is expected to:

~~(A)~~ identify the components of Gross Domestic Product (GDP) (E, S);

~~(B)~~ identify the determinants of aggregate supply and aggregate demand (E);

~~(C)~~ interpret inflationary period, recessionary period, and equilibrium using the aggregate supply and aggregate demand graph (E, S);

~~(D)~~ determine how changes in aggregate supply and aggregate demand impact the economy (E, S);

~~(E)~~ identify the types of unemployment as structural, frictional, cyclical (E);

~~(F)~~ describe how aggregate supply and aggregate demand affect unemployment and underemployment (E, S);

~~(G)~~ describe inflation and its causes (E);

~~(H)~~ determine the relationship between inflation and Purchasing Power Parity (PPP) (E, S); and

~~(I)~~ explain imprecision in economic measurement (E);

~~(36)~~ National Statistics and Economic Measurement (Macro). The student understands the factors included in national statistics and economic measurement. The student is expected to explain the factors in the country's overall level of income, employment, and prices (G/Civ, E);

~~(15)~~ ~~(37)~~ Business Cycle (Macro). The student understands the business cycle in macroeconomics. The student is expected to:

(A) label the business cycle model (E, S);

~~(B)~~ determine the relationship between productivity and the economy (E, S);

~~(C)~~ ~~(B)~~ explain the factors in productivity increase (E);

~~(D)~~ ~~(C)~~ explain the factors in worker earnings (E);

~~(E)~~ ~~(D)~~ explain technological advances (E);

~~(F)~~ ~~(E)~~ explain entrepreneurship, entrepreneurial ventures and their effects (E);

~~(G)~~ ~~(F)~~ determine the relationship between calculated risk and the economy (E, S);

~~(H)~~ ~~(G)~~ determine the relationship between creative destruction and the economy (E, S); and

~~(I)~~ ~~(H)~~ determine the relationship between centralized capital spending and the economy (G/Civ, E, S); ~~[; and]~~

~~(J)~~ determine the relationship between productivity and the economy (E, S);

~~(16)~~ ~~(38)~~ Public Choice Theory (Macro). The student understands Public Choice Theory. The student is expected to:

(A) define public choice theory (G/Civ, E); and

~~(B)~~ apply economic principles to analyze government decision making (G/Civ, E, S); and

~~(B)~~ ~~(C)~~ describe how government officials act as rational actors (G/Civ, E).

~~(17)~~ ~~(39)~~ International Economics and the United States (Macro). The student understands the connection between international economics and the United States. The student is expected to:

(A) explain the concept of comparative advantage in trade (G/Civ, E, S);

(B) explain the advantages and consequences of trade (E, S);

(C) determine the effect of trade barriers on trade (G/Civ, E);

(D) define the balance of trade (E);

(E) evaluate labor productivity trends on trade (E, S); and

(F) evaluate the role of exchange rates on trade using economic data (E, S).

~~(18)~~ Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:

~~(40)~~ Benefits of the Free Enterprise System. The student understands voluntary exchange. The student is expected to:

(A) evaluate the role of voluntary exchange in free enterprise (E); ~~and~~

(B) compare the way in which economic questions are answered by different economic systems, including traditional, market, command, and mixed (G/Civ, Geo/C, E, S); ~~and~~

~~(41)~~ Benefits of the Free Enterprise System. The student understands the benefits of the free enterprise system. The student is expected to:

~~(C)~~ ~~(A)~~ define the competitive nature of free enterprise (E);

~~(B)~~ describe the effects of intellectual property protections (G/Civ, E, S);

~~(D)~~ ~~(C)~~ define consumer sovereignty (E);

~~(E)~~ ~~(D)~~ describe the effect of consumer sovereignty on free enterprise (G/Civ, E, S);

~~(F)~~ describe the effects of intellectual property protections (G/Civ, E, S);

~~(E)~~ evaluate the costs of government policies (G/Civ, E);

~~(G)~~ ~~(F)~~ compare central planning to the free enterprise system (G/Civ, E);

~~(H)~~ ~~(G)~~ compare the economic development of the United States, Japan, and India to the USSR and China focusing on free enterprise versus command economies (H, Geo/C, E, S);

~~(I)~~ evaluate the costs of government policies (G/Civ, E); and

~~(H)~~ analyze patterns of continuity and change in free enterprise versus command economies to assess the impact of historical economic transformations (H, Geo/C, E, S); and

~~(J)~~ ~~(I)~~ evaluate why governments use anti-trust policies, anti-fraud regulation, utility regulation, historical preservation, and public and non-excludable goods to override free markets (G/Civ, E, S).

§113.32. Psychology (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.

(b) General requirements. Students shall be awarded one-half credit for successful completion of this course.

(c) Introduction.

- (1) Psychology, an elective course, introduces students to the scientific study of behavior and mental processes. Students explore the origins and development of psychology, including major modern psychological theories and philosophical foundations that have influenced the field. Students examine methods of psychological research and analyze how scientific inquiry is used to understand human behavior. Students gain insight into how individuals think, learn, and interact with the world through the study of the following topics: the biological basis of psychology; the five senses, perception, and cognition; human development, learning and intelligence; personality, motivation and emotion; and health and wellness of the mind.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. **Students are expected to [Skills should include] :**
 - (A) construct and defend an evidence-based argument about a psychological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);
 - (B) engage in civil discourse about psychological topics, including those with multiple perspectives (G/Civ, Geo/C, S);
 - (C) interpret psychological research and evaluate the extent to which research findings can be generalized across populations (S); and
 - (D) analyze how cultural, historical, and social context influences the development and interpretation of psychological theories and research findings (H, Geo/C, S).

- (6) Student expectations embed relevant statutory requirements, including:
- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) Origins of Psychology and Major Modern Psychological Theories. The student understands the origins of psychology and major psychological theories. The student is expected to:
- (A) identify and compare the concept of the soul in ancient Scriptures, including the Hebrew Bible, the Egyptian Book of the Dead, the Vedas, and the Buddhist Pali Canon (H, Geo/C, S);
 - (B) identify the unique contributions of foundational psychology, including Ivan Pavlov, Wilhelm Wundt, Sigmund Freud, and William James, and their unique contributions (H);
 - (C) identify the effects of the cognitive revolution in psychology (H, S); and
 - (D) explain the computational theory of mind and criticisms of this theory (Geo/C, S).
- (2) Psychological Research. The student understands the methods and role of psychological research. The student is expected to:

- (A) describe basic methods of social scientific reasoning and compare the characteristics of qualitative and quantitative psychological research (S);
 - (B) explain the difference between correlation and causation when interpreting psychological research (S);
 - (C) identify standards of the American Psychological Association (APA) for ethical decision making in relation to the collection, storage, and use of psychological data (H, G/Civ, S);
 - (D) interpret mean, median, and mode as measures of central tendency and range and standard deviation as dispersion to create and answer questions and demonstrate understanding of the information gathered (S);
 - (E) explain how false positives, statistical error, publication bias, and confirmation bias contribute to the replication crisis and affect the reliability of research conclusions (S); and
 - (F) identify major subfields of psychology and describe career opportunities related to psychology in a free enterprise system (G/Civ, Geo/C, E, S).
- (3) Biological Basis of Psychology. The student understands the biological basis of psychology. The student is expected to:
- (A) describe the structure and function of the central and peripheral nervous systems and explain how the nervous system influences behavior and psychological development (Geo/C, S);
 - (B) describe the structure and function of the endocrine system and explain how the endocrine system influences behavior and psychological development (Geo/C, S);
 - (C) describe empirical methods of evolutionary psychology by comparing the characteristics of qualitative and quantitative psychological research (H, S); and
 - (D) analyze psychological mechanisms, including preferences, fear, cooperation, jealousy, and patriotism, as products of natural selection (Geo/C, S).
- (4) Philosophical Psychology. The student understands major ideas of philosophical psychology. The student is expected to:
- (A) compare Plato's and Aristotle's theories of the soul (H, G/Civ, Geo/C, S);
 - (B) explain the concept of freedom of the will as it relates to liberty and American patriotism (H, G/Civ, Geo/C, S); and
 - (C) analyze how the United States Declaration of Independence and "What to a Slave is the Fourth of July?" address liberty and patriotism in America (H, G/Civ, Geo/C, S).
- (5) The Five Senses, Perception, and Cognition. The student understands the role of the five senses, perception, and cognition in psychology. The student is expected to:
- (A) explain the processes of sensation and perception in relation to real world experiences (Geo/C, S);
 - (B) explain cognition processes of memory, language development, and language acquisition (Geo/C, S); and
 - (C) identify states and levels of consciousness, including wakefulness, sleep, and dreaming (S).
- (6) Development, Learning, and Intelligence. The student understands the role of development, learning, and intelligence in psychology. The student is expected to:
- (A) analyze the nature versus nurture debate (Geo/C, S);
 - (B) summarize Jean Piaget's theory of cognitive development (H, S);

- (C) summarize Erik Erikson's stages of psychosocial development (H, Geo/C, S);
- (D) explain principles of operant and classical conditioning and the principles of social learning (S); and
- (E) define intelligence and evaluate its measurements, including qualitative and quantitative psychological research (Geo/C, S).
- (7) Personality, Motivation, and Emotion. The student understands the role of personality, motivation, and emotion in psychology. The student is expected to:
 - (A) define the concept of personality (Geo/C, S);
 - (B) compare the theories of personality, including psychodynamic, trait, humanistic, and sociocultural (Geo/C, S);
 - (C) evaluate personality assessment tools based on evidence from qualitative and quantitative psychological research (Geo/C, S);
 - (D) compare current theories of motivation, including Maslow's Hierarchy of Needs and Drive Reduction Theory (H, Geo/C, S); and
 - (E) compare current theories of emotion, including James-Lange Theory and Two-Factor Theory (H, Geo/C, S).
- (8) Health, Wellness, and the Mind. The student understands the role of health and wellness of the mind. The student is expected to:
 - (A) describe characteristics of common forms of mental illness, including anxiety disorders, depressive disorders, schizophrenia, and bipolar disorders (Geo/C, S);
 - (B) describe common psychiatric treatments used for mental illness, including cognitive behavior therapy, behavioral therapy, psychodynamic therapy, and biomedical treatment (Geo/C, S); and
 - (C) describe the impact of positive psychology on society, including building a sense of belonging through civic engagement in the United States (Geo/C, S).

§113.33. Sociology (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course.
- (c) Introduction.
 - (1) Sociology, an elective course, is an introductory study of social behavior, human interaction, and the organization of society. This course examines the development of sociology as a social science by exploring the theories, concepts, and methods used to study individuals, groups, and institutions. Students analyze the relationship between the individual and society while also examining how social forces influence behavior in an ever-changing world. Through the study of topics such as the foundations of sociology, sociological research methods, society and social structures, socialization, groups and organizations, government and politics, and the role of social capital, students develop an understanding of how social systems operate and how individuals interact within them. This course places emphasis on sociological theories and frameworks to help students interpret social patterns, evaluate research, and apply theoretical perspectives to contemporary social issues.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:

- (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
- (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together. **Students are expected to [Skills should include]** :
 - (A) create a claim about a sociological concept backed by evidence and use reasoning to connect evidence to the claim (G/Civ, S);
 - (B) engage in civil discourse about sociological topics, including those with multiple perspectives (G/Civ, S); and
 - (C) explain how historical, cultural, political, and economic factors interact to influence social institutions, group behavior, and individual identity across diverse communities (H, G/Civ, Geo/C, S).
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) What is Sociology? The student understands the development of the field of sociology, leading sociological ideas, and culture in society and its different forms. The student is expected to:
- (A) identify central concepts of sociology, including culture, socialization, social structure, social institutions, and social stratification (H, Geo/C, S);
 - (B) identify prominent sociologists and their key ideas, including Adam Smith, August Comte, Karl Marx, Max Weber, Emile Durkheim, Jane Addams, Harriet Martineau, and Robert Merton [explain sociological ideas of Jane Addams, Harriet Martineau, Adam Smith, Karl Marx, Emile Durkheim, and Max Weber] (H);
 - (C) describe elements of culture, including identity, language, faith-based systems, shared practices, and material goods (Geo/C, S);
 - (D) explain ways cultural concepts in society are studied, including interpreting literature, media, popular culture, and historical documents (Geo/C, S); and
 - (E) explain how key aspects of deviant behavior regulate conduct in society, including formal violations of official, codified laws and norms, and informal minor violations of unwritten social rules or customs (H, G/Civ, Geo/C).
- (2) Sociological Research. The student understands the scientific process of studying the social world and the role of ethics in sociological research. The student is expected to:
- (A) explain how the scientific method is used to study the social world, including formulating a question, developing a hypothesis, designing a study, drawing conclusions, and reporting the results [identify scientific steps social scientists use] (S);
 - (B) describe qualitative and quantitative research methods employed to investigate the social world (Geo/C, S);

- (C) identify ethical obligations of social scientists, including informed consent, confidentiality, and avoiding harm (G/Civ, Geo/C); and
 - (D) evaluate sociological research and value neutrality (S).
- (3) Sociological Perspectives. The student understands major sociological theories and their impact on society. The student is expected to:
 - (A) explain the functionalist view of society and how social institutions maintain stability through manifest functions, latent functions, and latent dysfunctions, including Robert Merton (G/Civ, Geo/C, E);
 - (B) explain conflict theory through the contributions of Karl Marx and native Texan, C. Wright Mills (H, G/Civ, E);
 - (C) explain rational choice theory and how it affects human behavior, including consumer buying habits, the rational choice of committing a crime, and voting behavior (G/Civ, Geo/C, E);
 - (D) apply Max Weber's Iron Cage to a real-world situation (G/Civ, Geo/C, S); and
 - (E) explain symbolic interactionism through the contributions of George Herbert Mead and Herbert Blumer (H, G/Civ, Geo/C).
- (4) Society. The student understands pre-industrial, industrial, and post-industrial societies. The student is expected to:
 - (A) differentiate between types of societies, including pre-industrial, industrial, and post-industrial societies (H, G/Civ, Geo/C, E, S); and
 - (B) explain the causes and effects of social change as societies transition between stages of development (H, Geo/C, G/Civ, E, S).
- (5) Socialization. The student understands the concepts and processes of how people socialize in society, and the importance of social group agents. The student is expected to:
 - (A) explain, using a visual representation, the concept of "self" and how society influences individual identity (Geo/C, S);
 - (B) explain the development of self through role theory and the social construction of reality (Geo/C, S);
 - (C) explain the concept of agency and the role of agency in shaping individual identity (Geo/C);
 - (D) identify agents of socialization, including family, peers, school, workplace, government, media, and religion (G/Civ, Geo/C);
 - (E) compare the impact of agents of socialization across the life course, including childhood, adolescence, and adulthood (G/Civ, Geo/C, E, S); and
 - (F) analyze how bias, prejudice, discrimination, and stereotypes influence attitudes and social institutions (H, G/Civ, Geo/C, E, S).
- (6) Groups and organizations. The student understands the types and functions of groups and how group size influences group dynamics. The student is expected to:
 - (A) describe types of groups, including primary, secondary, reference, in and out, and digital communities (Geo/C);
 - (B) describe subcultures and what makes subcultures unique (Geo/C);
 - (C) explain how groups serve emotional and expressive needs (Geo/C);
 - (D) explain the function and styles of group leadership using the writings of the United States founding fathers (H, Geo/C); and

- (E) describe the structure and function of bureaucracies and explain how these relate to students' lives and society (G/Civ, Geo/C).
- (7) Government and Politics. The student understands how power, authority, forms of government, and economic systems influence society. The student is expected to:
- (A) analyze the meaning of Lord Acton's quote that "Power tends to corrupt; absolute power corrupts absolutely" with George Washington's voluntary relinquishment of power by declining a third term (H, G/Civ);
- (B) analyze how anarchy, direct democracy, and representative democracy distribute power and decision-making in society (G/Civ, Geo/C, S); and
- (C) compare how free enterprise systems and socialism distribute power, resources, and opportunities in society (G/Civ, Geo/C, E, S).
- (8) Social Capital. The student understands social capital and how it facilitates action, helps individuals achieve goals, and contributes to individual and community well-being. The student is expected to:
- (A) explain how social capital is a form of capital that generates benefits for individuals and groups, including building strong relationships, accessing resources, exchanging ideas, creating opportunities, and increasing trust [analyze the characteristics of social capital as a resource in society] (G/Civ, Geo/C, E, S);
- (B) explain how social capital fosters entrepreneurship and business creation, including establishing networks, exchanging innovative ideas, accessing financial resources, and building business resilience [analyze how individuals' access to social networks, including social media, influences access to resources, opportunities, and social mobility] (Geo/C, E, S); and
- (C) evaluate Robert Putnam's view on the importance of civic engagement and social capital in democratic life, including voter turnout, social trust, political engagement, and community well-being (H, G/Civ, Geo/C). [2]
- ~~(D) explain how systems of social stratification influence access to resources, opportunities, and social mobility (H, Geo/C, E, S); and~~
- ~~(E) explain W.E.B. Du Bois' contributions to the study of social stratification (H, Geo/C, E, S).~~
- (9) Social Stratification: The student understands social stratification as a hierarchical organization of individuals in society based on factors like wealth, power, education, and social status. The student is expected to:
- (A) describe how social stratification is a sociological concept that is metaphorically derived from geology and the study of layered, stratified rock (Geo/C);
- (B) describe the systems of social stratification, including class systems, caste systems, estate systems, slavery systems, and meritocracy (Geo/C, E);
- (C) explain how individuals are ranked into layers based upon socioeconomic factors, like wealth, income, education, occupation, social status, and power (Geo/C, E);
- (D) explain how social mobility and the upward and downward movement of individuals and groups are influenced by education, occupation, and income (Geo/C, E); and
- (E) explain how the free enterprise system positively impacts upward social mobility for individuals and groups, including the formation and growth of businesses, reducing poverty, and building social capital (Geo/C, E).

§113.34. Special Topics in Social Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
 - (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;

- (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) 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) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives (H, S);
 - (B) evaluate effects of major political, economic, and social conditions on a selected social studies topic (G/Civ, Geo/C, E);
 - (C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic (Geo/C);
 - (D) examine the role of diverse communities in the context of the selected topic (H, Geo/C);
 - (E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts (H, Geo/C);
 - (F) depending on the topic, use a problem-solving 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 (S); and

- (G) depending on the topic, 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 (S).
- (2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view (S);
 - (B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments (H, S);
 - (C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants (H, S);
 - (D) 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 (S);
 - (E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (F) identify bias in written, oral, and visual material (S);
 - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author (S); and
 - (H) use appropriate mathematical skills to interpret social studies information, including maps and graphs (Geo/C, S).
- (3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
 - (A) apply the conventions of usage and mechanics of written English (S);
 - (B) use social studies terminology correctly (S);
 - (C) use appropriate oral communication techniques (S);
 - (D) construct a thesis that is supported by evidence (S);
 - (E) recognize and evaluate counter arguments (S);
 - (F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic (S);
 - (G) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S); and
 - (H) use computer software to create written, graphic, or visual products from collected data (S).

§113.35. Social Studies Research Methods (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.

- (1) In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.
- (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;

- (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) Social studies skills. The student understands the need for an organizing framework to identify an area of interest and collect information. The student is expected to:
- (A) select a social studies issue, topic, or area of interest (S);
 - (B) write a rationale and preliminary ideas for research methods (S);
 - (C) develop a literature review (S); and
 - (D) develop a thesis (S).
- (2) Social studies skills. The student applies a process approach to a research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student is expected to:
- (A) understand the basic requirements and philosophical foundations for qualitative and quantitative methods of inquiry, including inductive and deductive reasoning, to determine the most effective research approach from a variety of alternatives (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) collect information from a variety of sources (primary, secondary, written, and oral) using techniques, including questionnaires, interviews, and library research (S);
 - (D) use current technology, including library topic catalogues, networks, online information systems, academic journals, primary sources on the Internet, email interviews, and video interviews, to collect information about the selected topic (S);
 - (E) use information from sources that take into account multiple perspectives (S);

- (F) differentiate between primary and secondary sources and use each appropriately to conduct research and construct arguments (S);
 - (G) develop and use criteria for the evaluation of qualitative and/or quantitative information (S);
 - (H) describe the results of the research process (S);
 - (I) generate logical conclusions from research results (S);
 - (J) justify a conclusion with supporting evidence (S);
 - (K) make predictions as to future actions and/or outcomes based on conclusions of research (S); and
 - (L) develop a bibliography in a format appropriate to the social sciences such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (3) Social studies skills. If doing qualitative research, the student employs the processes of critical social science inquiry to understand an issue, topic, or area of interest using a variety of sources, checking their credibility, validating and weighing evidence for claims, and searching for causality. The student is expected to:
- (A) interpret the historiography of the research topic (S);
 - (B) apply key social science concepts, including time, chronology, causality, change, conflict, and complexity, to explain, analyze, and show connections among patterns of historical change and continuity (S);
 - (C) investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures (S);
 - (D) relate important events, recurring dilemmas, and persistent issues to topic (S); and
 - (E) employ empathy, skepticism, and critical judgment to analysis of topic (S).
- (4) Social studies skills. If doing quantitative research, the student is expected to:
- (A) apply the scientific method in a research project (S);
 - (B) create a matrix applying research methodologies that employ survey research, ethnography, primary documents, and statistical analysis to given subject areas (S);
 - (C) determine the most efficient research approach (S);
 - (D) utilize basic statistical approaches and tools in the analysis of aggregate information (S);
 - (E) define and compute statistical information using various statistical approaches, including means testing and correlation, measures of central tendency and distribution, the development of categorical systems, and logical analysis (S);
 - (F) analyze information using a spreadsheet or statistical analysis information software (S);
 - (G) apply the fundamental principles and requirements of validity and reliability as used in the social sciences (S);
 - (H) interpret patterns of behavior reflecting attitudes and values that contribute or pose obstacles to cross-cultural understanding (S); and
 - (I) utilize applicable ethical standards in collecting, storing, and using human experimental or survey data (S).
- (5) Social studies skills. The student creates a written and oral presentation of research and conclusions. The student is expected to:
- (A) apply the conventions of usage and mechanics of written English (S);

- (B) present a thesis and conclusion (S);
 - (C) use appropriate social science terminology (S);
 - (D) justify a conclusion with supporting evidence and address counter arguments as appropriate (S);
 - (E) construct visuals, including statistical compilations, charts, graphs, tables, timelines, and maps, to convey appropriate data (S);
 - (F) create a presentation on a selected topic using word-processing, graphics, and multimedia software (S);
 - (G) incorporate and present visual images (photographs, paintings, and other media) to enhance presentation (S); and
 - (H) develop a bibliography with ideas and information attributed to source materials and authors using accepted social science formats such as Modern Language Association Style Manual (MLA) and Chicago Manual of Style (CMS) to document sources and format written materials (S).
- (6) Social studies skills. The student understands the principles and requirements of the scientific method. The student is expected to:
- (A) select a social studies issue, topic, or area of interest (S);
 - (B) select and design a research project, including an examination of the theory and methods applicable to the research topic (S);
 - (C) describe the results of the research process (S); and
 - (D) justify a conclusion with supporting evidence and make predictions as to future actions and/or outcomes based on the conclusions of research (S).

§113.36. Social Studies Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. Students shall be awarded one-half credit for successful completion of this course. Students may take this course with different course content for a maximum of two credits.
- (c) Introduction.
 - (1) In Social Studies 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.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government

and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.

- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.

 - (1) The student investigates, 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 (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S); and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
 - (2) The student demonstrates 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 (S);
 - (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
 - (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
 - (3) The student develops 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 (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
 - (4) The student demonstrates 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 (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and

(F) reflect on personal learning experiences of the study (S).

§113.37. Economics Advanced Studies (One-Half Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) 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.
- (c) Introduction.
 - (1) 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.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
 - (6) Student expectations embed relevant statutory requirements, including:

- (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.
- (1) The student investigates, 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 (S);
 - (B) review literature from varied sources from the selected career or discipline (S);
 - (C) identify a problem, issue, or concern (S);
 - (D) survey and/or interview professionals to determine the appropriateness of a project (S);
and
 - (E) develop a proposal that includes well-defined questions, goals and objectives, rationale, and procedures for the project (S).
 - (2) The student demonstrates 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 (S);
- (B) simulate the methods and/or technologies used in the research process particular to the selected field or discipline (S); and
- (C) review and revise the original proposal to reflect changes needed based upon preliminary research and practices (S).
- (3) The student develops 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 (S);
 - (B) develop a plan for product completion (S);
 - (C) develop assessment criteria for successful completion of the project (S);
 - (D) establish the appropriateness of the product for the intended audience (S);
 - (E) implement the plan for product completion (S); and
 - (F) maintain a journal to document all phases of the implementation of the plan and reflections on learning experiences and processes (S).
- (4) The student demonstrates 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 (S);
 - (B) make arrangements for the presentation of findings to an appropriate audience (S);
 - (C) present findings, simulating the skills used by professionals (S);
 - (D) consider feedback received from the audience (S);
 - (E) reflect on the study and its potential for impact on the field (S); and
 - (F) reflect on personal learning experiences of the study (S).

§113.38. Ethnic Studies: Mexican American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was

formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and

- (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
- (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
- (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
- (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places, issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.
- (6) Student expectations embed relevant statutory requirements, including:
 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material

should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.

- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.

(d) Knowledge and skills.

- (1) The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods (H).
- (2) The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas (H, G/Civ, Geo/C, E); and
 - (B) examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma II, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz (H, G/Civ, Geo/C).
- (3) The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s (H, G/Civ, Geo/C, E).
- (4) The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party (H, G/Civ, Geo/C, E); and
 - (B) identify the contributions of significant individuals from the civil rights era, including Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor (H, G/Civ, Geo/C, E).
- (5) The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
 - (A) explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform

- and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006 (H, G/Civ); and
- (B) identify the contributions of significant individuals, including Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson (H, G/Civ, Geo/C).
- (6) The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
- (A) locate places and regions of cultural and historical significance in Mexican American history (H, Geo/C);
- (B) identify physical and human geographic factors related to the settlement of American Indian societies (H, Geo/C);
- (C) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution (H, G/Civ, Geo/C, E);
- (D) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s (H, Geo/C);
- (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program (H, G/Civ, Geo/C, E); and
- (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States (H, Geo/C).
- (7) The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican repatriation of the 1930s (E);
- (B) evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest (H, E);
- (C) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages (G/Civ, E);
- (D) analyze the economic contributions of the Mexican American labor force (E);
- (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) (E); and
- (F) discuss current issues related to the Mexican American labor force (G/Civ, E).
- (8) The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government (G/Civ);
- (B) analyze the impact of *Salvatierra v. Del Rio Independent School District (ISD)*, *Delgado v. Bastrop ISD*, and *Hernández v. Texas* on Mexican Americans and the end of the biracial paradigm (G/Civ);
- (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement (G/Civ, Geo/C);
- (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement (H, G/Civ, Geo/C, E);
- (E) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio ISD v. Rodríguez*, and *Plyler v. Doe* (G/Civ); and

- (F) discuss the role of various organizations, including the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR), that have participated in the Mexican American struggle for political power (H, G/Civ, Geo/C, E).
- (9) The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States (G/Civ, Geo/C);
 - (B) discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups (G/Civ, Geo/C);
 - (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups (Geo/C); and
 - (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans, including Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American (H, G/Civ, Geo/C).
- (10) The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature (H, Geo/C);
 - (B) analyze the significance of selected works of Mexican American literature, including "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez (Geo/C);
 - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action, including the role of "Teatro Campesino" during the farmworkers movement (H, G/Civ, Geo/C);
 - (D) identify the contributions of women, including Sandra Cisneros and Norma Alarcón (Geo/C); and
 - (E) identify the impact of Mexican American popular culture on the United States and the world over time (H, Geo/C).
- (11) The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations (H, G/Civ, Geo/C, E); and
 - (B) identify contributions to science and technology in the United States and the world made by Mexican Americans, including Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda García Cubero, and Mario José Molina (Geo/C).
- (12) 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) use social studies terminology correctly (S);
 - (B) analyze diverse points of view related to contemporary Mexican American issues (S);
 - (C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry (S); and

- (D) 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 (S).

§113.39. Ethnic Studies: African American Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2030-2031 school year.
- (b) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In Ethnic Studies: African American Studies, an elective course, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.
 - (2) The primary purpose of Texas and American social studies is to educate students to become responsible, self-governing citizens who respect the rights of their fellow citizens and who cherish liberties and laws. Over the course of multiple grades:
 - (A) students understand how to emulate the preservation of liberty as citizens who value the idea of civic virtue under the Constitution;
 - (B) students understand that a constitutional republic is a representative form of government whose elected leaders derive their authority from the consent of the governed and are sworn to uphold the Constitution. Students also understand that the United States was formed as a federal republic, a union of sovereign states, with a general government formed for limited purposes; and
 - (C) students understand the benefits of the United States free enterprise system, also referred to as capitalism or the free market system. This system, predicated on limited government and strong property rights, emphasizes the individual exercise of economic decisions without government interference, allowing people the opportunity to prosper.
 - (3) Student expectations are organized around key topics, identified as knowledge and skills statements. Within each key topic, expectations address concepts as they relate to these topics chronologically. Where key topics are thematic rather than chronological, incorporate these thematic concepts into stories and history to create schema for understanding.
 - (4) Student expectations within each knowledge and skills key topic address the statutory requirements listed in paragraph (6) of this subsection while also making continual connections across those key topics and grade levels. Student expectations are organized chronologically through recurring strands coded at the end of each student expectation. Strands include:
 - (A) History (World, United States, and Texas), coded with H;
 - (B) Government and Civics, coded with G/Civ;
 - (C) Geography and Culture, coded with Geo/C;
 - (D) Economics, coded with E; and
 - (E) Social Studies Skills, based on disciplinary thinking skills, coded with S.
 - (5) Social studies skills are incorporated into the teaching of social studies content. Students use social studies practices to demonstrate understanding and apply reasoning to the study of people, places,

issues, and events. A greater depth of understanding of complex content material is attained when social studies content and disciplinary thinking skills are taught together.

- (6) Student expectations embed relevant statutory requirements, including:

 - (A) Texas Education Code (TEC), §28.002(a)(1)(D)--Social Studies, consisting of Texas, United States, and world history; government; economics, with emphasis on the free enterprise system and its benefits; and geography;
 - (B) TEC, §28.002(a)(2)(G)--Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature;
 - (C) TEC, §28.002(h)--Informed American Patriotism, Texas History, and the Free Enterprise System;
 - (D) TEC, §28.002(h-1)(1)-(3), (h-2)(1)-(3), and (h-3)--Knowledge of Civics;
 - (E) TEC, §28.002(h-1)(4)--Founding documents and primary sources of the United States;
 - (F) TEC, §28.002(h-11) and (h-12)--Understanding of Communist Regimes and Ideologies (for Grades 4 and higher);
 - (G) TEC, §28.0022--Certain instructional requirements and prohibitions;
 - (H) TEC, §29.907--Celebrate Freedom Week;
 - (I) TEC, §29.9071--Texas Military Heroes Day; and
 - (J) TEC, §29.9072--Holocaust Remembrance Week.
- (7) There is no effective study of social studies without review of primary sources. In certain circumstances, specific primary sources are named in the Texas Essential Knowledge and Skills (TEKS), but instructional materials should include additional primary sources relevant to subjects identified in the TEKS. Primary sources are embedded as appropriate within the context of the study of history. Additional primary source material, including written documents, visual sources, audio and audio-visual sources, oral sources, and artifacts are encouraged. Primary source material should be used where appropriate and must be used when identified in a student expectation. In early grades, before students have requisite reading skills to read directly from copies of primary sources, the primary source materials should be included as a visual aid.
- (8) To support the teaching of essential knowledge and skills, the use of a variety of rich material is encouraged. Where appropriate, local topics should be included to create relevance. Motivating resources are available from museums, historical sites, presidential libraries, local and state civic offices, and preservation societies.
- (9) The list of places, events, and people in this course curriculum is not considered exhaustive. Additional examples aligned with statutes listed in paragraph (6) of this subsection can be incorporated as time permits. Statements that contain the word "including" reference content that must be mastered.
- (d) Knowledge and skills.

 - (1) The student understands the influential historical points of reference in African history prior to 1619. The student is expected to:

 - (A) identify the major eras, civilizations, and contributions of African history that are foundational to humanity and predate American slavery (H, G/Civ, Geo/C, E);
 - (B) describe and compare the various pre-colonial, indigenous, and ancestral roots of African Americans, including educational systems, social and political developments, family structures, global trade, and exchange (H, G/Civ, Geo/C, E); and
 - (C) analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context, including the Atlantic Slave Trade (H, Geo/C, E).

- (2) The student understands the economic, political, and social development of slavery during the American colonial period, 1619 to 1775. The student is expected to:
- (A) analyze the African diaspora, including the role of Africans and Europeans (H, G/Civ, Geo/C, E);
 - (B) compare and contrast the colonization of North, Central, and South America and the West Indies and neighboring islands and analyze the interactions among enslaved Africans and Native Americans (H, G/Civ, Geo/C, E);
 - (C) describe and explain the impact of the Middle Passage on African American culture (H, Geo/C, E); and
 - (D) explain the causes for the growth and development of slavery, primarily in the Southern colonies (H, G/Civ, Geo/C, E).
- (3) The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to:
- (A) analyze the economic, social, religious, and legal rationalization used by some Americans to continue and expand slavery after declaring independence from Great Britain (H, G/Civ, Geo/C, E);
 - (B) describe the impact of the Three-Fifths Compromise and the Fugitive Slave Act (H, G/Civ, E);
 - (C) analyze the role that slavery played in the development of nationalism and sectionalism during the early 19th century (H, G/Civ, Geo/C, E);
 - (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans (H, G/Civ, Geo/C);
 - (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery, including the work of David Walker, Elijah P. Lovejoy, John Brown, Sojourner Truth, Frederick Douglass, the American Anti-Slavery Society, and the Underground Railroad (H, G/Civ, Geo/C); and
 - (F) analyze national and international abolition efforts, including the gradual emancipation of enslaved people in the North (1777-1804), the U.S. ban on the slave trade (1808), the abolition of slavery in Mexico (1829) and Great Britain (1833), and the significance of the Guerrero Decree in the Texas Revolution (H, G/Civ, E).
- (4) The student understands African American life from the Civil War through World War I. The student is expected to:
- (A) summarize the roles and experiences of African American soldiers and spies in both the North and South during the Civil War (H, G/Civ, Geo/C);
 - (B) describe and analyze the successes and failures of Reconstruction (H, G/Civ, Geo/C, E);
 - (C) compare the opportunities and challenges faced by African Americans from post-Reconstruction to the early 20th century and viewpoints and actions of African Americans, including Ida B. Wells, W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the National Association for the Advancement of Colored People (NAACP), Freedmen's Towns, and the Exodusters (H, G/Civ, Geo/C, E);
 - (D) explain the circumstances surrounding increased violence and extremism, including the Ku Klux Klan (KKK), the Colfax Massacre, lynchings, race riots, and the Camp Logan Mutiny (The Houston Riot of 1917) (H, G/Civ, Geo/C);
 - (E) explain the impact of the convict leasing system on African Americans, including the Sugar Land 95 (H, G/Civ, Geo/C, E);

- (F) explain how the rise of Jim Crow laws affected the life experiences of African Americans in the late 19th and early 20th centuries (H, G/Civ, Geo/C);
- (G) describe the impact of the U.S. Supreme Court decision Plessy v. Ferguson (1896) (H, G/Civ, Geo/C);
- (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20th century, including the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions (H, G/Civ, Geo/C, E);
- (I) examine the experiences of African American soldiers during and after World War I (H, Geo/C); and
- (J) describe the impact of African American military service from Reconstruction through World War I, including the role of the Buffalo Soldiers (H, G/Civ, Geo/C, E).
- (5) The student understands change and continuity in the African American cultural identity during the Great Depression, World War II, and the Civil Rights Movement. The student is expected to:
 - (A) compare the positive and negative effects of the Great Depression and New Deal on the social and economic status of African Americans in various geographic regions (G/Civ, Geo/C, E);
 - (B) describe the impact of U.S. Supreme Court decisions Sweatt v. Painter (1950) and Brown v. Board of Education (1954) (G/Civ, Geo/C);
 - (C) describe the continued struggle for civil rights in America during this time in history, including the notable works of the NAACP, National Urban League, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Daisy Bates and the Little Rock Nine, the Student Non-Violent Coordinating Committee (SNCC), and local leaders (G/Civ, Geo/C);
 - (D) describe the interactions of the people of the diaspora relative to the struggle for civil rights (Geo/C);
 - (E) describe the impact of racism during World War II (H, G/Civ, Geo/C);
 - (F) explain the contributions of significant African American individuals and groups during World War II, including Doris "Dorie" Miller, the Tuskegee Airmen, and the 761st Tank Battalion (H, G/Civ, Geo/C);
 - (G) analyze how the effects of World War II laid the groundwork for the Civil Rights Movement, including Harry S. Truman's Executive Order 9981 and the contributions of A. Phillip Randolph, Mary McLeod Bethune, and Thurgood Marshall (H, G/Civ, Geo/C, E);
 - (H) analyze the successes, failures, and ongoing impact of the Civil Rights Movement, including methods, sit-ins, boycotts, marches, speeches, music, and organizations (H, G/Civ, Geo/C, E); and
 - (I) evaluate the extent to which the Civil Rights Movement transformed American politics and society (H, G/Civ, Geo/C, E).
- (6) The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to:
 - (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality (H, G/Civ, Geo/C, E);
 - (B) describe the major achievements of contemporary African Americans and how their contributions have shaped the American experience, including John H. Johnson, Muhammad Ali, Fannie Lou Hamer, Shirley Chisholm, Earl G. Graves, Barbara Jordan, Colin Powell, Condoleezza Rice, and Barack Obama (H, G/Civ, Geo/C, E); and

- (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970 to the present, including the evolving role of education in the African American community (H, G/Civ, Geo/C, E).
- (7) The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to:
- (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history (H, G/Civ, Geo/C, E);
 - (B) identify and explain the physical and human geographic factors that contributed to the Atlantic Slave Trade, the rise of the plantation system in the South, the development of textile mills in the North, and economic interdependence between the North and South (Geo/C, E);
 - (C) explain the westward movement and the Great Migration and summarize their impact on African Americans (H, Geo/C, E); and
 - (D) analyze how environmental changes impacted African American communities, including land use, settlement patterns, and urban development (Geo/C, E).
- (8) The student understands ways in which African Americans have addressed opportunities, challenges, and strategies concerning economic well-being over time. The student is expected to:
- (A) analyze the effects of the Industrial Revolution and the roles of "King Cotton" and the cotton gin in the economies of the United States and the world (H, Geo/C, E);
 - (B) explain how sharecropping and redlining limited economic opportunities for African Americans (G/Civ, E);
 - (C) explain how economic conditions and racism contributed to the Great Migration (Geo/C, E);
 - (D) evaluate the economic impact of the American labor movement and unionism on African Americans from the late 19th century to today (G/Civ, E);
 - (E) analyze how various geographic, cultural, social, political, and financial factors influenced the economic mobility of African Americans, including skin color, wealth, and educational background (G/Civ, Geo/C, E);
 - (F) evaluate the effectiveness of various approaches African Americans have used to solve economic issues (E);
 - (G) trace the rise and development African American businesses and entrepreneurship from the late 19th century to today (Geo/C, E); and
 - (H) examine the contributions of African American and Black American Business entrepreneurship, including Black Wall Street, black inventors, and the black experience in business, and the economic contributions of individuals, including Madame C. J. Walker and Maggie L. Walker (Geo/C, E).
- (9) The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to:
- (A) compare and contrast how political perspectives of free and enslaved African Americans in the late 1700s and early 1800s were influenced by the unalienable rights expressed in the Declaration of Independence and civil rights in the Bill of Rights (G/Civ);
 - (B) explain the regional perspectives toward political rights of African American men and women from the early years of the republic through 1877 (G/Civ, Geo/C);
 - (C) analyze the construction, interpretation, and implementation of the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920 (G/Civ);

- (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s (G/Civ);
 - (E) analyze the causes and effects of government actions and legislation addressing racial and social injustices from 1960 to the present day, including the issues of voting rights, civil rights, fair housing, education, employment, affirmative action, the War on Crime, the War on Drugs, mass incarceration, and health and nutrition (G/Civ, Geo/C, E); and
 - (F) analyze how the changing political environment has impacted civil rights from the late 20th century to the present (G/Civ).
- (10) The student understands the impact of political interactions on the African American struggle for human rights over time. The student is expected to:
- (A) analyze examples of conflict and cooperation between African Americans and other groups in the pursuit of individual freedoms and civil rights, including the Freedom Riders and the Memphis Sanitation Workers Strike (G/Civ, E);
 - (B) explain how various philosophies and ideologies influenced the African American experience for social, political, and legal equality, including fair housing, equal opportunity, affirmative action, and voting rights (G/Civ, Geo/C, E); and
 - (C) identify the contributions of African American leaders at local, state, and national levels of government (G/Civ).
- (11) The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to:
- (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery (H, G/Civ, Geo/C);
 - (B) analyze how regional differences influenced political perspectives of African American communities (G/Civ, Geo/C);
 - (C) analyze the significance and associations of identity nomenclature relevant to African Americans, including Negro and Black (H, Geo/C);
 - (D) analyze selected contemporary African American issues that have led to diverse points of view in public discourse, including rights and activism (G/Civ); and
 - (E) identify and describe the diversity of peoples of African ancestry, including Afro-Latinos, Afro-Caribbeans, and recent African immigrants (Geo/C).
- (12) The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to:
- (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans (Geo/C);
 - (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture (Geo/C); and
 - (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences (Geo/C).
- (13) The student understands the cultural traditions and contributions of African Americans from the colonial era through Reconstruction. The student is expected to:
- (A) identify and describe the influence of African oral traditions, visual art, literary art, theater, music, and dance on African American culture (Geo/C);
 - (B) describe the influence of enslavement on African American culture (Geo/C);

- (C) identify the contributions of early African American literature, including the works of Jupiter Hammon and Phillis Wheatley (Geo/C);
 - (D) explain the origins and characteristics of different musical genres and traditions of African Americans (Geo/C); and
 - (E) describe the expanding influence of African American music through the work of performers, including the Fisk Jubilee Singers (Geo/C).
- (14) The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to:
- (A) describe the development and influence of blues, ragtime, jazz, and hip hop music, including the achievements of composers Scott Joplin and James Reese Europe (Geo/C);
 - (B) describe how various African American expressions of dance forms, including tap dance, step dance, hip hop, and modern dance, and the contributions of African American dancers, including the Dance Theater of Harlem, Katherine Dunham, Bill "Bojangles" Robinson, Alvin Ailey, and Misty Copeland, have contributed to the shared identity of various groups (Geo/C);
 - (C) explain the lasting impact of the Harlem Renaissance on American culture and society, including the achievements of Louis Armstrong, Josephine Baker, Duke Ellington, Langston Hughes, Sargent Johnson, Jules Bledsoe, Paul Robeson, Augusta Savage, and James VanDerZee (Geo/C);
 - (D) describe the reactions to and the influence of selected works by African American authors, including "The Souls of Black Folk" by W.E.B. Du Bois, "Native Son" by Richard Wright, "Their Eyes Were Watching God" by Zora Neale Hurston, "Beloved" by Toni Morrison, and "Eyes on the Prize" by Henry Hampton (Geo/C);
 - (E) describe storytelling, literary, filmmaking, and visual arts contributions related to self-identity made by African Americans, including Oscar Micheaux, John T. Biggers, James Baldwin, Lorraine Hansberry, Amiri Baraka, Sidney Poitier, Maya Angelou, Faith Ringgold, August Wilson, bell hooks, Spike Lee, John Singleton, and Oprah Winfrey (Geo/C);
 - (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance (Geo/C); and
 - (G) analyze the impact of popular culture on African Americans during significant eras (Geo/C).
- (15) The student understands African American educational developments, achievements, and opportunities before and after the U.S. Supreme Court decision of Brown v. Board of Education (1954). The student is expected to:
- (A) describe the efforts to prevent the education of enslaved people and free African Americans, including anti-literacy laws (G/Civ, Geo/C);
 - (B) analyze the expansion of educational opportunities for African Americans, including the Freedman's Bureau, Rosenwald Schools, the Second Morrill Act (1890), the establishment of Historically Black Colleges and Universities, and the role of the National Pan-Hellenic Council (Divine 9) (H, G/Civ, Geo/C); and
 - (C) describe contemporary issues in education for African American students, including the school-to-prison pipeline, opportunity gaps, overrepresentation in special education, and underrepresentation in gifted and talented opportunities (G/Civ, Geo/C).
- (16) The student understands how African American achievements in science and technology have contributed to economic and social development in the United States. The student is expected to:

- (A) identify examples of how advances made by African civilizations in areas, including astronomy, mathematics, architecture, and engineering, have contributed to science and technology in the United States (Geo/C);
 - (B) identify examples of how industrialization was influenced by African Americans over time (H, Geo/C); and
 - (C) describe the contributions of significant African American individuals to science, philosophy, mathematics, and technology, including Benjamin Banneker, George Washington Carver, Granville Woods, Mary Jackson, Katherine Johnson, Henrietta Lacks, Dorothy Vaughan, Mae Jemison, and Neil deGrasse Tyson (H, Geo/C).
- (17) 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 technology. The student is expected to:
- (A) analyze primary and secondary sources, including maps, graphs, speeches, political cartoons, and artifacts, to acquire information to answer historical questions (S);
 - (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 (S);
 - (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (S);
 - (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (S); and
 - (E) identify bias and support with historical evidence a point of view on a social studies issue or event (S).
- (18) 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 (S); and
 - (B) use social studies terminology correctly (S).
- (19) The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (A) create a visual representation of historical information, including thematic maps, graphs, and charts (S); and
 - (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases (S).
- (20) 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 (S).