

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 113. Texas Essential Knowledge and Skills for Social Studies

Subchapter C. High School

§113.24. United States History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 ~~[2030-2031]~~ school year.
- (b) General requirements. This course is recommended for students in Grade 11. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) In United States History Studies, students examine ~~the~~ United States as a nation that believes in freedom as a supreme value and that the constitutional republic ~~[(Constitutional republican form of government)]~~ established by the Constitution provides the intellectual and legal means to pursue and achieve the many reforms that have, over time and often with struggle, given the benefits of freedom to all Americans.
 - (A) United States History Studies builds on content introduced in earlier grades and deepens understanding of American identity. The course examines key events, ideas, and experiences that have shaped the nation and its people over time. Emphasis is placed on analyzing the historical development of a shared commitment to individual liberty, representative government, and the free enterprise system and on evaluating how these enduring values continue to influence American society.
 - (B) The course emphasizes major themes drawn from the knowledge and skills statements and student expectations that highlight defining moments in the development of the nation. Instruction focuses on the American Revolution and the United States Constitution as the founding of the nation; the Civil War as a defining test that strengthened national unity; participation in the First and Second World Wars that established the United States as a global power and tested national principles; the Cold War as a period that challenged national resolve; and the Civil Rights movements as evidence that the Constitution provides a durable framework for reform and the expansion of liberty.
 - (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 instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:

~~[(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) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in United States history (H, S);
- (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
- (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);
- (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
- (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
- (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
- (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
- (H) analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);
- (I) analyze change and continuity over time by identifying patterns, turning points, and long-term consequences in United States history (H, S);
- (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of the United States over time (H, S); and
- (K) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, 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) Exploration. The student understands reasons for European exploration and colonization in America. The student is expected to describe motivations for European exploration, including political, economic, and religious (G/Civ, Geo/C, E).
 - (2) Colonial Life and Government. The student understands English Colonial Life and Government in North America. The student is expected to:
 - ~~(A)~~ identify the significance of English legal traditions of common law and jury trial on colonial governments (G/Civ);
 - ~~(A)~~ ~~(B)~~ identify that religious freedom was a motivation for the founding of several English colonies, including Massachusetts, Rhode Island, Pennsylvania, and Maryland (Geo/C);
 - ~~(B)~~ ~~(C)~~ compare reasons for settlement and explain how geography influenced economic activities and labor systems in the New England, Middle, and Southern colonies [the purposes for settlement, economic activities, labor systems, religious

foundations, and geography in the New England, Middle, and Southern colonies
(Geo/C, E, S); and

(C) (D) explain the significance of early examples of representative government [self-rule] in the English colonies, including the Mayflower Compact, House of Burgesses, and Fundamental Orders of Connecticut [, as early foundations of representative government in America] (G/Civ) ; and [;]

(D) identify the significance of English legal traditions of common law and jury trial on colonial governments (G/Civ).

(3) American Revolution. The student understands political, economic, and philosophical factors that contributed to the American Revolution. The student is expected to:

(A) analyze how the French and Indian War resulted in changes to British policy [factors] that contributed to the American Revolution, including enforcement of the [French and Indian War,] Navigation Acts, Proclamation Line of 1763, tax acts, and the end of salutary neglect (H, G/Civ, E, S);

(B) explain American resistance to British [political and economic] policies following the French and Indian War, including [protests against taxation without representation,] the Boston Massacre [;] and the Boston Tea Party (H, G/Civ, E);

(C) explain the significance [origins, meanings, and effects] of the Preamble, statement of natural rights, assertion of the purpose of government to protect individual rights, [the Declaration of Independence, including] colonial grievances against Britain and remedies, and the assertion of independence and commitment to the cause in the Declaration of Independence [the idea that all people have rights and governments' power is limited to protect those rights] (G/Civ);

(D) identify [explain] intellectual influences, including the Bible, Greek and Roman thought, English common law, and the First Great Awakening, [and Enlightenment philosophy,] on the American Revolution and the new American government (G/Civ);

(E) explain how Enlightenment ideas served as inspiration for the Declaration of Independence, including the role of John Locke, the Virginia Declaration of Rights, and Thomas Paine's Common Sense [, and the Black Robe Regiment] [as inspiration for the Declaration of Independence] (G/Civ, S);

(F) explain that slavery existed in many societies throughout history, including at the time of colonization, among some Indigenous peoples in America, in Africa, the Middle East, and Southeast Asia, and earlier, in ancient civilizations, and identify colonial opposition, including the Quakers, to the practice of slavery [including the Quakers] (H, G/Civ);

[(F) describe Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, and Treaty of Paris (1783) (H);]

(G) describe how key Revolutionary War events, including Lexington and Concord, Trenton, Saratoga, Valley Forge, Yorktown, led to victory and the Treaty of Paris (1783) (H);

(H) (E) [(G)] explain reasons for the American victory against British tyranny in the American Revolution, including the geographic advantage of fighting on their own land, foreign allied intervention, other British war obligations, the belief in Divine Providence, and rallying Americans around the idea of freedom (H, G/Civ, E); and

(I) [(G)] [(H)] identify the role of individual patriots during the Revolutionary Era, including George Washington, John Adams, and Thomas Jefferson (H) ; and [;]

(J) identify themes of patriotism in Phillis Wheatley's "His Excellency General Washington" (H, Geo/C).

(4) American Revolution. The student understands the Constitution and reasons for its adoption. The student is expected to:

(A) explain the limitations of ~~how~~ the Articles of Confederation ~~limited central government~~, including the significance of Shays' Rebellion, and **the factors that ~~how~~ those limitations** led to the Constitutional Convention ~~problems, including Shay's Rebellion~~ (G/Civ);

(B) describe how the Northwest Ordinance (1787) prohibited ~~addressed~~ slavery in the Northwest Territory and established a process for the creation of new states (H, G/Civ);

(C) analyze **how** the Constitutional Convention **established America as a constitutional republic**, including the role of James Madison, The Great Compromise, rights of individuals and states, and three-fifths compromise (G/Civ, S);

~~[(D) explain how the United States Constitution established America as a constitutional republic (Constitutional Republic) (G/Civ);]~~

~~[(D) (E)]~~ explain the debate between Federalists and Anti-Federalists over the ratification of the Constitution **and the Bill of Rights** ~~[including Federalist Papers 10 and 51]~~ (G/Civ); and

~~[(E) (E)]~~ identify the rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence (G/Civ).

(5) New Nation. The student understands the key events in the first five presidencies of the New Nation. The student is expected to:

(A) analyze the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ);

~~[(B) (A)]~~ describe key developments **that strengthened ~~in~~** the new nation, including Washington's Farewell Address, Marbury v. Madison, the Louisiana Purchase, the Barbary Wars, the Prohibition on the Importation of Slaves, the Missouri Compromise, and the Monroe Doctrine (H, G/Civ, Geo/C); and

~~[(C) (B)]~~ explain the significance ~~[impact]~~ of the War of 1812 in confirming American independence, including recognition of American sovereignty and development of national identity (G/Civ).

(6) National Expansion and Reform. The student understands national expansion and reform. The student is expected to:

(A) identify examples of the value of civic virtue, voluntary associations, and local self-government described in Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10 (H, G/Civ);

~~[(A) describe the events of Andrew Jackson's presidency, including the Indian Removal Act, the Trail of Tears, the Nullification Crisis, and the elimination of property requirements to vote (H, G/Civ);]~~

~~[(B) (A)]~~ ~~[(B)]~~ describe Jacksonian Democracy as a political movement that expanded voting rights by eliminating property requirements and **emphasized ~~emphasizing~~** ~~[emphasized]~~ the power ~~[and position]~~ of the common man (H, G/Civ);

~~[(C) (B)]~~ **explain ~~analyze~~** the major **executive and** constitutional **debates ~~crises~~** of Andrew Jackson's presidency, including the Nullification Crisis, the Indian Removal Act, the elimination of the Second Bank of the United States, and the Trail of Tears (H, G/Civ, Geo/C);

~~[(C) explain the causes and effects of westward expansion, including the Mexican American War and the expansion of slavery (H, Geo/C);]~~

- ~~(D)~~ ~~(E)~~ ~~(D)~~ explain the role of the Texas Revolution ~~and~~ the Battle of the Alamo ~~in American western expansion~~ and the admission of Texas to the United States in the broader context of American westward expansion (H, G/Civ, Geo/C);
- ~~(E)~~ ~~(D)~~ explain how ~~analyze the political, economic, and geographic causes and effects of~~ the Mexican-American War ~~resulted in~~ ~~focusing on the resulting~~ sectional conflict over the expansion of slavery into new territories ~~including territory acquired through the Treaty of Guadalupe Hidalgo~~ (H, Geo/C);
- ~~(F)~~ ~~(E)~~ explain the religious influence of the Second Great Awakening on fueling major antebellum reform movements, including temperance, early women's suffrage, and abolition (G/Civ); ~~and~~
- ~~(G)~~ describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and identify key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); ~~and~~
- ~~(H)~~ identify notable figures of the abolitionist movement, including William Lloyd Garrison and Harriet Tubman, and identify ideas of liberty in Fredrick Douglass speeches including "The Meaning of July Fourth for the Negro" and "What the Black Man Wants" (H, G/Civ).
- ~~(F)~~ evaluate the goals, strategies, and key figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman; the early women's suffrage leaders, including Susan B. Anthony and Elizabeth Cady Stanton; and the 1848 Seneca Falls Convention (H, G/Civ);
- ~~(F)~~ describe the early women's suffrage movement, including the 1848 Seneca Falls Convention, and key leaders, including Susan B. Anthony and Elizabeth Cady Stanton (H, G/Civ); ~~and~~
- ~~(G)~~ identify notable figures of the abolitionist movement, including William Lloyd Garrison, Fredrick Douglass, and Harriet Tubman (H, G/Civ);
- (7) Sectionalism, Civil War, and Reconstruction. The student understands Antebellum economy, society, and culture. The student is expected to:
- (A) describe advancements of the early Industrial Revolution, including the steam engine ~~used on trains and boats~~, the Erie Canal, the telegraph, and the factory system in the north which increased the northern demand for cotton (Geo/C, E); and
- (B) describe Southern slavery, including slave life on plantations and farms across the South, and explain the cotton gin and its effect on the economics of slavery and domestic slave trade (Geo/C, E).
- (8) Sectionalism, Civil War, and Reconstruction. The student understands how sectional differences led to the Civil War. The student is expected to:
- (A) compare the urban and industrial economy of the North to the rural and agricultural economy of the South (Geo/C, E, S);
- ~~(B)~~ explain the main causes of sectionalism leading to the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states' rights, and tariffs (G/Civ, Geo/C, E, S);
- ~~(C)~~ ~~(B)~~ identify key developments ~~which strengthened sectional tensions over slavery leading to the Civil War~~, including Uncle Tom's Cabin, Kansas Nebraska Act, Dred Scott v. Sanford (1857), ~~Lincoln Douglas Debates (1858)~~, and John Brown's raid (H, G/Civ, Geo/C); and
- ~~(C)~~ explain the main causes of sectionalism and the Civil War, including the expansion of slavery, the Fugitive Slave Act in the Compromise of 1850, disagreements over states' rights, and tariffs (G/Civ, Geo/C, E, S);

~~(D) evaluate how the argument of popular sovereignty fractured national politics regarding the expansion of slavery from excerpts in the first Lincoln-Douglas debate [identify arguments for and against expanding slavery based on the principle of popular sovereignty from excerpts of the First Douglass Debate] (H, G/Civ).~~

(9) Sectionalism, Civil War, and Reconstruction. The student understands the course of events of the Civil War. The student is expected to:

(A) explain the toll of key Civil War battles on the nation events, including Fort Sumter, Antietam, Gettysburg, Vicksburg, Sherman's March to the Sea, and the Battle of Appomattox Court House [Grant v. Lee] in Virginia, resulting in General Lee's surrender to General Grant [Appomattox Surrender, and Palmito Ranch] (H, G/Civ, Geo/C);

~~(B) identify that border states permitted slavery but remained in the Union during the Civil War because of strong Unionist sentiment and the belief that slavery could be preserved without secession (H, G/Civ);~~

~~(C) explain the advantages and disadvantages of both sides during the Civil War, including [manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);~~

~~(D) explain how Ulysses S. Grant viewed service to the United States, including excerpts from Chapter I "Personal Memories of U. S. Grant" (H, G/Civ);~~

~~(E) [(B)] describe how both the Emancipation Proclamation and the Gettysburg Address reflect constitutional principles, including preservation of the Union, expansion of liberty, and that the government derives its authority from the people [] (H, G/Civ); and~~

~~[(C) explain the advantages and disadvantages of both sides during the Civil War, including manufacturing, population, resources, raw materials, and military expertise (Geo/C, E);~~

~~[(D) explain the significance of strategies of the Union and Confederacy, including the Anaconda Plan (Geo/C); and]~~

~~(F) [(E)] identify Galveston as the location of the Juneteenth announcement (H, Geo/C).~~

(10) Sectionalism, Civil War, and Reconstruction. The student understands the immediate effects of the Civil War during Reconstruction. The student is expected to:

(A) describe expansion of rights established by [analyze major effects of] the 13th, 14th, and 15th Amendments [amendments] [in advancing equality] in the United States (G/Civ);

(B) analyze how Lincoln's assassination altered the plans for Reconstruction, including the Ten Percent Plan (H, S);

(C) compare the Reconstruction plans of Johnson and Congress, including differences in how quickly Southern states should be readmitted and how the rights of formerly enslaved people should be protected (G/Civ, S);

(D) describe the Southern reactions to Reconstruction, including Black Codes, the Ku Klux Klan, sharecropping, and the election of African American men to political office (Geo/C, E); and

(E) explain [summarize] how the end of Reconstruction and the failure to enforce [lack of enforcement of] the 14th and 15th Amendments contributed to the rise of [amendments led to] Jim Crow segregation (G/Civ, S).

(11) The Rise of Industrial America. The student understands the domestic issues from the rise of industrial America, the Gilded Age, and the Progressive Era. The student is expected to:

- (A) describe the role of the federal government in westward migration, including the Homestead Act, the Morrill Act, the Indian Wars, the Buffalo Soldiers, and the Dawes Act (H, G/Civ, Geo/C, E);
- (B) describe the end of the open range, including the introduction of barbed wire in Texas (H, Geo/C, E);
- (C) identify the role of key figures, including John D. Rockefeller, Andrew Carnegie, and Henry Ford, in the American free enterprise system that led to major economic and industrial growth from the late 19th to the early 20th centuries changes during the later industrial revolution (H, E);
- (D) explain how economic opportunity and the promise of freedom attracted immigrants to the United States in the late 19th to the [and] early 20th centuries and describe responses, including the melting pot ideal, the Hull House, and the Chinese Exclusion Act (H, G/Civ, Geo/C);
- (E) explain the economic factors and working conditions that contributed to the origins of labor unions, including child labor (G/Civ, Geo/C, E);
- (F) explain why farmers supported the Populist reform movement, including the formation of the Populist Party, as a response to political machines and monopolists (G/Civ, E);
- (G) describe [analyze] the transition from laissez-faire policies to increased [increasing role of the] federal regulations begun during the [government in] Gilded Age [Reforms and Progressive policies], including the Interstate Commerce Act and the Sherman Anti-Trust Act (G/Civ, E, S); and
- (H) describe key advancements for African Americans [the status of civil rights] in American society after the Civil War, including Booker T. Washington, the National Association for the Advancement of Colored People (NAACP), Black Wall Street, and Madame C.J. Walker, and describe the Great Migration (G/Civ, E).
- (12) [Imperialism and] World War I. The student understands the Age of Expansion and World War I contributing to America becoming a world power. The student is expected to:
- (A) explain how the Monroe Doctrine influenced [describe] America's growing role in world affairs from the Civil War to 1914, including the Spanish-American War, and the Panama Canal and explain how concern over equal access to markets led to the [America's growing influence in Hawaii leading to] annexation of Hawaii and [is] the Open Door Policy [the Spanish-American War, and the Panama Canal] (H, G/Civ, Geo/C, E);
- (B) explain the causes [identify reasons] for America's involvement in World War I, including economic ties to allies [imperialism], unrestricted submarine warfare, and the Zimmermann Telegram (H, G/Civ, E); [and]
- (C) describe [explain] America's military contributions to World War I [role in bringing World War I to an end], including [war bonds, the Selective Service Act, Pershing and] the American Expeditionary Force, Harlem Hellfighters, Battle of Argonne Forest, and Alvin York (H); and [(H, G/Civ, Geo/C, E)]
- (D) explain the significance of the Treaty of Versailles, including its terms, and the conditions it created for future conflict (H, G/Civ).
- (13) Interwar Period. The student understands the Interwar Period. The student is expected to:
- (A) describe how American society changed in the Roaring Twenties, [domestic issues between 1918 and 1929], including prohibition, the 19th Amendment [amendment], the Harlem Renaissance, the emergence of consumer culture influenced by radio and movies, and the Tulsa Race Riots [eugenics, and the Red Scare] (H, G/Civ, Geo/C);

- ~~[(B)]~~ describe the influence of African American culture on mainstream American culture between 1914 and 1939, including the Harlem Renaissance (Geo/C);
- ~~[(C)]~~ identify economic growth and ~~[,]~~ community building ~~[,]~~ and self governance of African Americans in the early 1900s, including the success of the Greenwood District, widely known as Black Wall Street (~~[(E,)]~~ G/Civ, E);
- ~~[(D)]~~ identify challenges of African Americans between 1914 and 1939, including the Ku Klux Klan, lynchings, and the Tulsa Race Riots (H, Geo/C, E);
- ~~[(B)]~~ ~~[(E)]~~ analyze how factors, including stock market crash, bank failures, monetary policy, tariffs, and the Dust Bowl, contributed to the onset and severity of the Great Depression, (H, E, S); and
- ~~[(C)]~~ ~~[(E)]~~ analyze the extent to which responses to the Great Depression, including the New Deal programs, alleviated economic hardship without fully ending the Depression (G/Civ, E, S).

(14) World War II. The student understands World War II. The student is expected to:

- (A) describe ~~[(identify)]~~ the rise of totalitarianism regimes ~~[(to power of dictators)]~~, including Hitler, Mussolini, Stalin, and Tojo, ~~[(Japanese military leaders)]~~ and contrast the limited rights of citizens in those regimes with those of the United States (H, G/Civ);
- (B) identify ~~[(explain)]~~ the United Kingdom's policy of appeasement under Prime Minister Neville Chamberlain ~~[(and analyze the results of this policy)]~~ (H);
- (C) describe key events of early World War II in Europe, including Germany's expansion through the partition of Poland and the Western Campaign and Allied resistance through ~~[(the Invasion of the West,)]~~ the Battle of Britain ~~[(and)]~~ and the Battle of the Atlantic (H, Geo/C);
- (D) describe American debates over neutrality, including isolationism, the special relationship between Churchill and Roosevelt, Lend Lease, and embargo on Japan (H, G/Civ, E);
- (E) identify reasons for U.S. involvement in World War II, including Axis aggression and the attack on Pearl Harbor (H, Geo/C);
- (F) ~~[(E)]~~ describe changes ~~[(the contributions)]~~ to ~~[(that)]~~ the American homefront during ~~[(made to)]~~ World War II, including manufacturing, labor migrations, rationing, the Manhattan Project, the Women Airforce Service Pilots (WASP), Rosie the Riveter, the Bracero Program, and Japanese internment (H, Geo/C, E);
- (G) ~~[(E)]~~ describe American heroes and the events they influenced ~~[(and people)]~~ in the war in Europe, including Eisenhower and D-Day, the Battle of the Bulge and General George Patton ~~[(Audie Murphy)]~~, and the Tuskegee airmen and American bombing campaigns against the Axis ~~[(the Holocaust and survivors, and the Fall of the Nazis)]~~ (H, Geo/C); ~~[(and)]~~
- (H) define the Holocaust as the systemic, bureaucratic, state-sponsored persecution and murder of six million Jews by the National Socialist German Workers Party (Nazi) ~~[(Nazi)]~~ regime and its collaborators (H, G/Civ);
- (I) describe the fall of the National Socialist German Workers Party (Nazis) ~~[(Nazis)]~~ and explain challenges confronting survivors of the Holocaust, including displacement, loss of family, and fear (H, Geo/C);
- (J) identify the year 1948 as the date of the ~~[(explain how ideas from the 1920s led to the)]~~ establishment of modern Israel, the ancestral homeland of the Jews ~~[(Jewish people, by the United Nations)]~~ (H);
- (K) explain how the strategy of island hopping and victories, including the Battle of Midway, helped the United States advance toward Japan in the Pacific Theater, and identify

- ~~[describe]~~ the contributions of Chester Nimitz and the Navajo Code Talkers at the Battle of Iwo Jima (H, Geo/C); and
- ~~[(G)]~~ describe events of the war and people in the Pacific, including Navajo Code Talkers, Midway, island hopping, and Iwo Jima, and
- (L) explain **President Truman's [the]** decision to drop the atomic bomb, including the goals of bringing a rapid end to the war and reducing additional casualties **as described in "Statement by the President Announcing the Use of the A-Bomb at Hiroshima"** (H, G/Civ [Geo/C]).
- (15) Post-War United States. The student understands post war United States. The student is expected to:
- (A) describe America's post war prosperity due to the free enterprise system, including the Baby boom, GI Bill, suburbs, and interstate highways from 1945 (H, G/Civ, Geo/C, E);
- (B) ~~[compare and]~~ contrast communism and free enterprise, including property ownership, the role of government in the economy, and individual economic freedom (G/Civ, E, S);
- (C) describe the role of the Soviet Union in spreading communism through satellite states in Eastern Europe [;] and proxy wars in Asia [;] and Latin America (H, Geo/C);
- (D) explain **how the United States used containment to limit the spread of communism during the Cold War [key developments in the global fight against communism through containment]**, including the Korean War, the Cuban Missile Crisis, the ~~[Space Race, and the]~~ Vietnam War, and the Space Race (H, G/Civ, Geo/C);
- (E) explain domestic anticommunism movements, including the role of Billy Graham, and the use of "under God" as a way to highlight America's moral and spiritual foundations distinguishing the United States from atheistic communist governments ~~[and the overreach of McCarthyism, as a way to protect American values and freedoms]~~ (G/Civ);
- (F) explain key civil rights legislation and Supreme Court cases ~~[reforms]~~, including Sweatt v. Painter, Brown v. Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Title IX (H, G/Civ);
- (G) explain how the 14th Amendment was used in Abington School District v. Schempp to apply First Amendment protections to public school and school prayer (H, G/Civ);**
- (H) ~~[(G)]~~ identify the significance of key civil rights leaders [leaders in the Civil Rights movement], including Dr. Martin Luther King, Jr., Thurgood Marshall, [who represented parents of school children in the case Brown v. Board of Education;] Texan Barbara Jordan, [who was the first African American congresswoman;] and Hector P. Garcia [; who was involved in the American GI Forum] (H, G/Civ);**
- (I) explain how biblical imagery and founding principles of equality and justice from the Declaration of Independence are articulated in King's "I Have a Dream" speech (H, G/Civ);**
- ~~[(H)]~~ identify the ideals of self respect, self determination, self reliance, and cultural pride of African Americans during the Black Power movement (G/Civ, S);
- (J) ~~[(H)]~~ [(H)]** explain the expansion of the federal government because of Lyndon B. Johnson's ~~[changes in American society in the 1960s and 1970s, including the]~~ Great Society programs ~~[; mass media]~~, the loss of trust in government because of Watergate, and the effect of the oil embargo on the American economy (G/Civ, Geo/C, E); ~~[and]~~
- (K) ~~[(H)]~~ identify [evaluate]** the negative effects of the counterculture movement of the 1960s through the 1970s, including changing attitudes toward marriage, changes in rates of divorce, and the difference between the rate of poverty in married households and divorced households (G/Civ, Geo/C, E); **[and]**

(L) identify Ronald Reagan's arguments for limited government, individual liberty, and free enterprise in "A Time for Choosing" (H, G/Civ);

(M) ~~(L)~~ describe how Reagan's leadership ~~idea of "peace through strength"~~ ["~~morning again in America~~"] was exemplified through the release of the hostages in Iran, deregulation of the economy, and the fall of the Berlin Wall resulting in the end of the Cold War (H, G/Civ, Geo/C) ; and ~~(L)~~

(N) describe arguments about the negative effects from the development of the modern welfare state that emerged from continued expansion of Great Society programs (H, G/Civ, E).

(16) The Modern Era. The student understands how constitutional principles and foreign policy shaped the modern era. The student is expected to:

(A) identify explain key changes in America's foreign relationships events in the modern era, including the Gulf War and ~~(L)~~ North American Free Trade Agreement (NAFTA) ~~(L)~~ Clinton's impeachment, 2000 election, September 11, 2001, Afghanistan and Iraq wars, Great Recession, and Affordable Care Act (H, G/Civ, Geo/C, E);

(B) identify explain the significance of the September 11, 2001 terrorist attacks motivated by radical Islam, including the roles of George W. Bush, Colin Powell, and Condoleezza Rice; the launch of the Global War on Terror in Afghanistan and Iraq ; and the decline of civil liberties due to the PATRIOT Act (H, G/Civ); and

(C) ~~(B)~~ identify the election of Barack Obama in 2008 as the first black President a demonstration of equality under Constitutional rights (H, G/Civ) ~~(L)~~ and

~~(D)~~ identify the contributions of African Americans to military, government, or business, including contributions of Colin Powell, Condoleezza Rice, Madame C. J. Walker, and Oprah Winfrey (G/Civ, S);

~~(C)~~ describe the computer revolution, the cultural impact of the internet, and social media through 2016 (Geo/C);

§113.25. United States Government (One-Half Credit), Adopted 2026.

(a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 ~~(2030-2031)~~ school year.

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

(c) Introduction.

(1) United States Government builds on the historical foundations introduced in earlier grades by examining the principles, institutions, and constitutional structures that define the American constitutional federal republic. The United States Constitution is the required foundational text for this course, and together with the Declaration of Independence, serves as the enduring foundation for the study of American government. Students use the text of the Constitution throughout the course, using it as the primary source and organizing framework for understanding the organization, powers, limitations, and enduring principles of the American constitutional federal republic. The course emphasizes the Constitution as an enduring expression of natural rights, limited government, the rule of law, popular sovereignty, separation of powers, checks and balances, federalism, and representative government. Students examine how these constitutional principles have preserved liberty while providing a durable framework for self-government and constitutional change. The course examines the structure, functions, and powers of the national, state, and local governments established under the Constitution and analyzes how the constitutional balance of power has evolved through amendments, Supreme Court decisions, and historical developments while preserving the Constitution's enduring principles. Throughout the course, students regularly reference and interpret the text of the United States Constitution

to examine governmental powers, civic institutions, and constitutional issues. Students also examine the unique structure of Texas government as an expression of federalism.

- (1) In United States Government, the focus is on the principles and core ideas upon which the United States was founded on, including the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the founding documents, including the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of civic participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States.
- (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 instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:
- (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) explain governmental and democratic processes such as voting, due process, and caucuses using simulations and models (G/Civ, S);
 - (B) analyze primary documents, including founding documents, Supreme Court decisions, and legislative texts, to identify constitutional principles, author's purpose, and historical context (H, G/Civ, S);
 - (C) construct and defend an evidence-based argument supported with evidence and using reasoning to connect evidence to the claim (G/Civ, S);
 - (D) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, S);
 - (E) evaluate the reliability, bias, and perspective of sources related to government and civic issues (G/Civ, S); and
 - (F) apply constitutional reasoning to analyze a public policy issue, identifying relevant constitutional principles, evaluating competing perspectives, and proposing and justifying a solution (G/Civ, 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) Historical Roots of the Constitutional Republic. The student understands different forms of government and the importance of civic virtue in the American republic. The student is expected to:

(A) contrast the role of citizens in different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship, and explain Aristotle's distinction between governments that serve the common good and those that serve private interests in Book III of Politics (H, G/Civ);

(B) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and placing the public good above self-interest (G/Civ);

(C) describe the role of religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty, and recite and explain John Adam's statement, "Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other" (H, G/Civ); and

(D) explain Washington's emphasis on civic virtue, national unity, and patriotism using excerpts from "Washington's Farewell Address (1796)" (H, G/Civ, S).

(2) Historical Roots of the Constitutional Republic. The student understands limited government. The student is expected to:

(A) identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and

(B) analyze Montesquieu's explanation of how the separation of powers preserves political liberty in excerpts from Chapter 6, Book XI, of "The Spirit of the Laws" (G/Civ).

(3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:

(A) explain Locke's justification for natural rights and private property using excerpts from Chapter V of the "Second Treatise of Civil Government" (H, G/Civ);

(B) read the Declaration of Independence and identify natural rights [in the Declaration of Independence], including "the laws of nature and of nature's God" and explain the Declaration's assertion that these rights are "endowed by their Creator" (G/Civ);

(C) summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S); and

(D) analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections as restraints on government established in the Constitution and Bill of Rights (G/Civ, S).

(4) Historical Roots of the Constitutional Government. The student understands that the preservation of liberty in a constitutional republic depends upon limited government and responsible self-government. The student is expected to:

(A) explain that the legitimate purpose of government is to secure natural rights and that just government derives its authority from the consent of the governed;

(B) explain how constitutional limitations on government power protect individual liberty and guard against tyranny;

- (C) describe the role of freedom of conscience in protecting individual liberty within a constitutional republic (G/Civ); and
- (D) explain the importance of families, religious institutions, voluntary associations, and community organizations in promoting civic virtue, self-government, and the preservation of liberty (G/Civ).
- (5) Historical Roots and Founding Documents of the Constitutional Republic. The student understands debates between the Federalists and Anti-Federalists that shaped the Constitution. The student is expected to:
 - (A) explain how the weaknesses of the Articles of Confederation, including no independent executive, no national courts, and no power to tax, led to the Constitutional Convention of 1787;
 - (B) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S);
 - (C) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S);
 - (D) recite the Preamble to the United States Constitution and explain its purposes, including establishing justice, ensuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty (H, G/Civ); and
 - (E) identify that Article VII established the process by which the United States Constitution became effective upon ratification by nine states and explain the significance of its eventual ratification by all thirteen original states in strengthening the legitimacy and unity of the new nation (H, G/Civ).
- (6) Historical Roots and Founding Documents of the Constitutional Republic. The student understands how the Articles of the Constitution and the Constitution shaped the constitutional republic. The student is expected to:
 - (A) identify the constitutional functions established by each of the seven articles of the United States Constitution (G/Civ);
 - (B) explain how the seven articles of the United States Constitution establish the principles of popular sovereignty, republicanism, federalism, separation of powers, checks and balances, and limited government (G/Civ);
 - (C) explain how individual liberty is protected by the United States Constitution, including protections from ex post facto and a bill of attainder (G/Civ);
 - (D) describe the constitutional amendment process established in Article V of the Constitution and explain how its high threshold balances constitutional stability with the ability to amend the Constitution through broad national consensus (G/Civ);
 - (E) identify the number of amendments to the Constitution and that the Bill of Rights are the first ten amendments (G/Civ); and
 - (F) explain how the 18th and 21st Amendments demonstrate that the Article V amendment process may be used both to establish a national constitutional policy and to repeal that policy, restoring primary authority to the states (H, G/Civ).
- (7) Historical Roots and Founding Documents of the Constitutional Republic. The student understands the principles involved in the protection of individual property rights. The student is expected to:

- (A) analyze constitutional protections of private property rights, including protections found in the Takings and Due Process Clauses in the 5th and 14th Amendments;
 - (B) explain how private property rights and voluntary exchange promote economic liberty within the American constitutional republic (G/Civ, E); and
 - (C) contrast the relationship between economic freedom and political freedom in communism, socialism, and capitalism using Milton Friedman's "Bright Promises, Dismal Performance: An Economist's Protest" (G/Civ, E).
- (8) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands separation of powers within the three branches of the Federal government. The student is expected to:
- (A) describe the structure of the legislative branch established in Article I, including bicameralism, membership of the House of Representatives and Senate, leadership, committees, and constitutional voting requirements (G/Civ);
 - (B) describe the constitutional powers of the legislative branch, including enacting laws, declaring war, levying taxes, appropriating funds, oversight of the executive branch, impeachment, and Senate confirmation of treaties and presidential appointments (G/Civ);
 - (C) describe the structure of the executive branch established in Article II, including the President, Vice President, Cabinet, and executive departments and agencies (G/Civ);
 - (D) describe the constitutional powers of the executive branch, including faithfully executing the laws, serving as commander in chief, conducting foreign policy, issuing vetoes and pardons, and appointing judges and executive officers (G/Civ);
 - (E) describe the structure of the judicial branch established in Article III, including the Supreme Court and lower federal courts and the appointment, confirmation, and lifetime tenure of federal judges and Supreme Court justices (G/Civ);
 - (F) describe the constitutional powers of the judicial branch, including resolving cases and controversies, interpreting the Constitution and federal law, and exercising the power of judicial review as established in Marbury v. Madison (H, G/Civ); and
 - (G) explain how the constitutional powers of each branch provide checks and balances that preserve limited government and prevent the concentration of power (G/Civ).
- (9) Federalism. The student understands how the United States Constitution allocates powers between the national and state governments and how federalism preserves both national unity and state sovereignty. The student is expected to:
- (A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);
 - (B) identify Congress's enumerated powers in Article I, Section 8 of the United States Constitution and explain their role in the federal system (G/Civ);
 - (C) explain how Article I, Section 8, Clause 18 (the Necessary and Proper Clause) authorizes implied powers and analyze how McCulloch v. Maryland interpreted the clause to expand the authority of the national government (H, G/Civ);
 - (D) explain the 10th Amendment and distinguish between reserved and concurrent powers in the federal system (G/Civ);
 - (E) explain how Article VI, including the Supremacy Clause, resolves conflicts between federal and state law within the federal system (G/Civ);
 - (F) identify that Article IV governs relations among the states, including full faith and credit and the guarantee of a republican form of government (G/Civ);

- (G) explain how the 16th Amendment expanded the federal government's authority to levy an income tax and contributed to the growth of the national government (H, G/Civ);
 - (H) explain the purpose of the 17th Amendment in establishing direct election of United States Senators and explain how direct election expanded the role of citizens in selecting members of the United States Senate (H, G/Civ); and
 - (I) explain how New Deal interpretations of the Commerce Clause expanded federal authority over economic activities and transformed the balance of power between the national and state governments (H, G/Civ).
- (10) **Civil Liberties and Civil Rights.** The student understands how the United States Constitution protects individual liberty by limiting the powers of government and secures civil rights. The student is expected to:
- (A) define civil liberty, identify the civil liberties protected in the Bill of Rights, including freedom of speech, freedom of religion, and freedom of the press, and explain that, when originally ratified, they limited only the powers of the federal government (G/Civ, S);
 - (B) define civil rights and identify civil rights guaranteed by the 14th Amendment, including equal protection and due process clauses (G, Civ, S);
 - (C) explain how the 14th Amendment transformed federalism by expanding federal authority over state governments, including its immediate effects during Reconstruction and the incorporation of most provisions of the Bill of Rights over time through Supreme Court decisions (H, G/Civ); and
 - (D) explain how the 15th Amendment expanded federal authority over state governments to protect voting rights during Reconstruction and later during the Civil Rights movement (H, G/Civ).
- (11) **Administrative State.** The student understands the historical development, constitutional role, and expansion of the Administrative State in implementing and enforcing federal law. The student is expected to explain the role of executive branch agencies with the expansion of the federal government, including the creation of rules that carry the force of law, enforcement of rules, the adjudication of rule violations, and expanded executive branch agencies (H, G/Civ).
- (12) **Electing Federal Officials.** The student understands the constitutional provisions governing the election of federal officials, the role of political parties in the electoral process, and the responsibilities of citizens in a constitutional republic. The student is expected to:
- (A) identify the constitutional authority for elections, including Article I, Section 4 of the United States Constitution and the role of state constitutions in establishing state and local offices (G/Civ);
 - (B) identify the constitutional qualifications, terms of office, and succession or vacancy procedures for the President, Vice President, United States Senators, and Representatives (G/Civ);
 - (C) explain why the Constitution establishes two-year terms for Representatives and six-year staggered terms for Senators, including accountability to the people (G/Civ);
 - (D) explain why the Senate has traditionally been described as the "cooling saucer" of the legislative process (H, G/Civ);
 - (E) explain how representative districts are crafted and reapportioned, including by using census data and demographic patterns (G/Civ, Geo/C);

- (F) explain the purpose of the United States Electoral College established in Article II, Section 1 of the United States Constitution as a federalist system that balances the interests of small states and the people in presidential elections (H, G/Civ);
 - (G) explain the United States Electoral College process of choosing electors to elect the President and Vice President, including the controversial elections of 1800, 1824, 1876, 1888, 2000 and 2016 (H, G/Civ);
 - (H) explain how the 15th, 19th, 23rd, 24th, and 26th Amendments expanded voting rights and opportunities for participation in the democratic process, fulfilling the Constitution's commitment to representative government (H, G/Civ);
 - (I) explain the emergence of political parties in the United States and how political party nomination processes became incorporated into state election laws (H, G/Civ);
 - (J) identify that Texas law authorizes political parties to nominate candidates through primary elections and conventions, and describe the state's primary, runoff, and general election process (H, G/Civ); and
 - (K) explain the purpose and significance of the oath to the U.S. Constitution [constitutional oath] required of public officials as a commitment to uphold the Constitution rather than a political party, officeholder, or personal interest (G/Civ).
- (13) State and Local Government. The student understands Texas state and local governments compared to the United States government. The student is expected to:
- (A) explain that the Texas Constitution establishes three branches of government and incorporates the principle of separation of powers in a manner similar to the United States Constitution (G/Civ);
 - (B) identify that the Texas Legislature is made up of 150 representatives and 31 senators elected from districts that are apportioned based on information from the census in ways that are similar to members of the United States Congress, and that the presiding officer of the Texas Senate is the elected Lieutenant Governor (G/Civ);
 - (C) identify that the Texas executive branch includes an elected Governor, Lieutenant Governor, Attorney General, Comptroller, Commissioner of the General Land Office, Commissioner of Agriculture, three Railroad Commissioners, and fifteen members of the State Board of Education, and contrast this with the unitary executive branch structure of the federal government (G/Civ);
 - (D) identify that the Texas judicial branch includes elected judges who serve as local Justices of the Peace, on district courts, courts of appeals, and two courts of last resort, the Texas Court of Criminal Appeals and the Texas Supreme Court, and contrast the approach to electing state judges with the federal approach of appointing judges (G/Civ); and
 - (E) identify that county, city, and other local governmental entities are authorized to exist under state law and have specific authority to provide certain services and in most cases to levy taxes and issue debt (G/Civ).
- (14) Federal, State, County, and Local Elected Officials. The student understands how to identify their elected officials and how to vote. The student is expected to:
- (A) describe the requirements for voting, including proof of U.S. citizenship, timeline requirements, [and] the process to become a registered voter, and [including] how to change registration when one moves or obtain an absentee ballot (G/Civ, S);
 - (B) identify the purpose and typical schedule of primary, primary runoff, municipal, municipal runoff, and general elections for all officials and propositions that could appear on their local ballot (G/Civ, S);

- (C) describe how to identify, and identify, the officials currently in office for all elected positions that represent the student's address, and describe their roles (G/Civ, S); and
 - (D) explain the delegate selection processes and platform development processes of the major parties, beginning at precinct conventions made up of local voters (G/Civ).
- (15) Public Meetings. The student understands decorum expectations and procedures used to conduct meetings of governing bodies. The student is expected to:
- (A) explain that "Robert's Rules of Order Newly Revised" is a code of ethics designed to facilitate democratic process and is considered the parliamentary standard for most organizations and governing bodies (G/Civ);
 - (B) explain guiding principles of parliamentary procedure, including the definition of a deliberative assembly, the majority has the right to decide, but the minority has the right to be heard; while the minority disagrees, it must abide by the decision of the majority; and debate must be fair to all concerned (G/Civ);
 - (C) explain quorum rules, the steps of a motion, and different voting methods and thresholds in a meeting (G/Civ);
 - (D) explain rules of debate, including both sides must be heard, participants are entitled to only two speeches on a question unless the rules of debate have been modified, the content of a speech must be germane and courteous, and bodies may pass motions to limit or end debate;
 - (E) explain that the Texas Open Meetings Act and similar laws are designed to ensure meetings of governmental bodies happen with transparency, accountability, and fairness (G/Civ); and
 - (F) identify the meeting schedule, recent agenda topics, and meeting minutes of local governmental bodies, including, where appropriate, the county commissioners court, the city, and the school board (G/Civ).
- (1) Historical Roots and Founding Documents of the Constitutional Republic. The student understands different forms of government. The student is expected to:
- (A) contrast different forms of government, including a republic, democracy, oligarchy, monarchy, theocracy, and dictatorship (G/Civ); and
 - (B) contrast communism, socialism, and capitalism (G/Civ).
- (2) Historical Roots and Founding Documents of the Constitutional Republic. The student understands contributions to America's core ideals. The student is expected to:
- (A) describe religion in relation to America's core ideals, including civic virtue, limited government, rule of law, and preservation of liberty (H, G/Civ); and
 - (B) explain colonial era ideas on self-government by analyzing consistent patterns over time, including the Mayflower Compact, Virginia House of Burgesses, and New England Town Meetings (H, G/Civ, S).
- (3) Historical Roots and Founding Documents of the Constitutional Republic. The student understands civic virtue. The student is expected to:
- (A) describe characteristics of civic virtue, including self-sacrifice, public service, civic responsibility, and public good over self interest (G/Civ);
 - (B) describe the relationship between religion and civic virtue (G/Civ);
 - (C) evaluate Washington's Farewell Address 1796 as evidence of civic virtue by examining the author's purpose, audience, and message (H, G/Civ, S); and

- (D) — analyze Washington's Farewell Address 1796 for evidence of unity and patriotism (H, G/Civ, S);
- (4) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands limited government. The student is expected to:
- (A) — identify characteristics of limited government, including constitutional constraints, separation of powers, popular sovereignty, and checks and balances (G/Civ); and
- (B) — evaluate foundational documents, including the Magna Carta, Declaration of Independence, U.S. Constitution, and Articles of Confederation, for evidence of limited government (H, G/Civ, S);
- (5) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands the rule of law and preservation of liberty. The student is expected to analyze the relationship between the rule of law and preservation of liberty using reasoning skills, including sequencing and contextualization (G/Civ, S);
- (6) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands events that led to the Constitution and the Bill of Rights. The student is expected to:
- (A) — explain the events that led to the writing of the Constitution and the Bill of Rights, including the Constitutional Convention and failures of the Articles of the Confederation (H, G/Civ); and
- (B) — explain the events that led to the ratification of the Constitution and the Bill of Rights, including the states' ratification debate, Three-Fifths Compromise and the Great Compromise (H, G/Civ);
- (7) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands key events that led to the establishment of a secure republican order. The student is expected to evaluate the significance of the Election of 1800 as a key event, including the peaceful transfer of power, that led to the establishment of a secure republican order (H, G/Civ);
- (8) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Declaration of Independence. The student is expected to:
- (A) — summarize the purpose of the Declaration of Independence as justification of separation from a tyrannical government (G/Civ, S);
- (B) — explain natural law and natural rights based on the writings of Locke and Blackstone (G/Civ);
- (C) — identify natural rights in the Declaration of Independence, including "the laws of nature and of nature's God" (G/Civ); and
- (D) — analyze the cause and effect relationship between grievances listed in the Declaration of Independence and protections established in the Constitution and Bill of Rights (G/Civ, S);
- (9) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Articles of the Constitution. The student is expected to:
- (A) — describe the principles and the seven articles of the Constitution, including popular sovereignty, republicanism, federalism, separation of powers, checks and balances, limited government, and individual rights (G/Civ); and
- (B) — analyze how the principles of the Constitution are embedded within the seven articles of the Constitution (G/Civ);
- (10) — Historical Roots and Founding Documents of the Constitutional Republic. The student understands the Bill of Rights. The student is expected to evaluate the purpose of the Bill of

Rights using civil discourse to engage in meaningful and respectful communication (G/Civ, S);

[(11) Historical Roots and Founding Documents of the Constitutional Republic. The student understands perspectives from the Federalists and Anti-Federalists. The student is expected to:]

[(A) analyze arguments supporting the ratification of the Constitution in Federalist No. 10 on controlling factions, Federalist No. 51 on separation of powers and checks and balances, and Federalist No. 78 on the role of the independent judiciary (G/Civ, S); and]

[(B) identify arguments against the ratification of the Constitution within Brutus, including concerns about losing state sovereignty, a strong central government, limits on individual liberties, and the need for a bill of rights (G/Civ, S);]

[(12) American Political Culture. The student understands contributions to America's core ideals. The student is expected to analyze historical documents, including Alexis de Tocqueville's Democracy in America, Volume 1, Part 3, Chapters 4 and 10; Thomas Jefferson's Letter to the Danbury Baptists; Frederick Douglass' "What to the Slave is the Fourth of July?" and "What the Black Man Wants"; the First Lincoln-Douglas debate; Martin Luther King Jr.'s "I Have a Dream"; and Ronald Reagan's "A Time for Choosing," for evidence of the embodiment of America's core ideals (H, G/Civ, S);]

[(13) Three Branches of the Federal Government (Legislative, Executive, Judicial). The student understands the three branches of the Federal government. The student is expected to:]

[(A) describe the structure of the legislative branch and explain the functions of the legislative branch, including the necessary and proper clause (G/Civ);]

[(B) describe the structure of the executive branch and explain the functions of the executive branch, including the Take Care Clause and the role of executive orders (G/Civ);]

[(C) describe the structure of the judicial branch and explain the functions of the judicial branch, including Marbury v. Madison and the role of judicial review (G/Civ);]

[(D) compare responsibilities of the federal government (G/Civ);]

[(E) identify eligibility requirements for individuals holding Constitutional offices, including president, vice president, senators, representatives, cabinet members, and supreme court justices (G/Civ);]

[(F) explain delegation of powers and separation of powers in relation to the three branches of government (G/Civ); and]

[(G) explain how the Electoral College balances population influence by giving smaller states a stronger voice in presidential elections than a direct popular vote would provide and explain how electoral vote allocation determined the outcomes of the elections of 1824, 1876, 1888, 2000, and 2016 (H, G/Civ);]

[(14) Federalism. The student understands the characteristics of Federalism. The student is expected to:]

[(A) compare the types of republican governments, including unitary, confederal, and federal government (G/Civ);]

[(B) explain enumerated, reserved, and concurrent powers, and how McCulloch v. Maryland clarified the balance of federal and state power (H, G/Civ);]

[(C) explain the role of the Supremacy Clause in a federal system (G/Civ);]

[(D) explain the effects of the 17th Amendment [amendment], including the direct election of Senators, on the federalist structure of government (H, G/Civ, S); and]

[(E) — describe how conflicts and crises in United States history changed the balance of power in the federal system in between the state and national governments, including the Great Depression, the civil rights movement, and the Civil War (H, G/Civ, E);]

[(15) — Federalism. The student understands Texas state and local governments compared to the United States government. The student is expected to:]

[(A) — identify representatives and describe roles in the Texas executive branch (G/Civ, S);]

[(B) — identify representatives and describe roles in the Texas legislative branch (G/Civ, S);]

[(C) — identify representatives and describe roles in the Texas judicial branch (G/Civ, S);]

[(D) — identify representatives and describe roles in the local government (G/Civ, S);]

[(E) — identify eligibility requirements for individuals to hold public offices in Texas, including governor, lieutenant governor, senators, representatives, and Texas justices (G/Civ); and]

[(F) — apply Robert's Rules of Order to a discussion to engage in meaningful and respectful communication (G/Civ, S);]

[(16) — Civil Liberties and Civil Rights. The student understands the importance of civil liberties and civil rights. The student is expected to:]

[(A) — identify civil liberties and civil rights protected in the Bill of Rights (G/Civ, S); and]

[(B) — explain the role of the U.S. Supreme Court in interpreting rights guaranteed by the U.S. Constitution in cases, including Brown v. Board of Education of Topeka, Miranda v. Arizona, Dobbs v. Jackson's Women's Health Organization, Students for Fair Admissions v. Harvard, Pierce v. Society of Sisters, and Texas v. Johnson (H, G/Civ, Geo/C);]

[(17) — Administrative State. The student understands the Administrative State. The student is expected to:]

[(A) — describe the growth of the federal government (G/Civ, E);]

[(B) — identify the purpose of selected independent federal executive agencies and regulatory commissions as prescribed by the Administrative Procedure Act of 1946 (H, G/Civ); and]

[(C) — describe the growth of the Texas state government (G/Civ, E);]

[(18) — Modern Campaigns, Elections, Media, Political Parties and Participation. The student understands the role of modern campaigns, elections, media, political parties and participation in United States Government. The student is expected to:]

[(A) — explain the roles and responsibilities of citizens in United States elections (G/Civ);]

[(B) — compare the two-party system and the role of third parties in the United States using historical data, maps, charts, or graphs to synthesize evidence and draw conclusions (H, G/Civ, Geo/C, S);]

[(C) — explain how representative districts are crafted, including use of the census and the process of reapportionment using demographic patterns (G/Civ, Geo/C, S); and]

[(D) — analyze the voting process and election laws in Texas using simulations of democratic processes, including voting, due process, and caucuses (H, G/Civ, S);]

§113.27. World History Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 ~~[2030-2031]~~ school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
 - (1) Rooted in the Western tradition and reflected in core American values, the belief in the dignity, worth, and natural rights of each individual has inspired movements for freedom and self-government, standing in enduring contrast to totalitarian systems that place the power of the state above the liberty of the person. This course consists of a high-level overview of world history with a special emphasis on the western and American tradition often highlighting contrasting ideals and their impacts across time and place.
 - (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 instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:
 - ~~[(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) formulate compelling and supporting questions to frame historical inquiry about significant events, individuals, and developments in World History (H, S);
 - (B) analyze primary and secondary sources by applying sourcing skills, including identifying the author's purpose, audience, historical situation, and point of view (H, S);
 - (C) contextualize primary and secondary sources by explaining the broader historical circumstances in which they were created and how those circumstances shaped their content (H, S);
 - (D) corroborate evidence across multiple primary and secondary sources to evaluate agreements, contradictions, and gaps in the historical record (H, S);
 - (E) evaluate the credibility, reliability, and limitations of primary and secondary sources, including digital sources, using criteria such as corroboration, authorship, and historical context (H, S);
 - (F) construct a written historical argument that states a defensible claim, supports it with evidence from multiple sources, and uses reasoning to connect evidence to the claim (H, G/Civ, S);
 - (G) interpret maps, charts, graphs, political cartoons, photographs, and other visual sources to draw and support historical conclusions (H, Geo/C, S);
 - (H) analyze cause-and-effect relationships among historical events, distinguishing between immediate causes and long-term contributing factors and evaluating the relative significance of each (H, S);
 - (I) analyze change and continuity over time by identifying patterns, turning points, and long-term consequences in World History (H, S);
 - (J) apply chronological reasoning, including sequencing, periodization, and use of timelines, to understand the development of World History (H, S); and
 - (K) engage in civil discourse about social studies topics, including those with multiple perspectives (G/Civ, 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 and Civilizations. The student understands the origins of humanity and the history of ancient civilizations. The student is expected to:

~~[(A)]~~ **identify characteristics of prehistory and history writing, settlements, and government (H);**

~~[(A)]~~ ~~[(B)]~~ describe how development of agriculture during the Neolithic Revolution led to ~~the development of agriculture,~~ permanent settlements ~~and the growth of early civilizations~~ (H, Geo/C, E); **and**

~~[(B)]~~ ~~[(C)]~~ compare major characteristics of River Valley civilizations in Mesopotamia, Egypt, and Indus Valley, including settlement patterns and farming ~~China, and Mesoamerica~~ (Geo/C); ~~and~~

~~[(D)]~~ **define primary and secondary sources and identify geographic tools used by historians, including maps and the Geographic Information System (GIS) (S);**

- (2) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Israel. The student is expected to:

(A) describe the historical development of ancient Israel, including the roots of Judaism, enslavement in Egypt and the Exodus story, the Decalogue, and the establishment of the kingdoms of Israel and Judah (H, G/Civ, Geo/C, E); and

(B) identify the contributions of ancient Hebrews, including monotheism and ~~biblical text,~~ moral and ethical teachings found in the Torah, which influenced the development of Western civilizations and ~~including~~ the United States (H, G/Civ, Geo/C).

- (3) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Greece. The student is expected to:

(A) explain how the physical geography of Greece influenced the development of Greek civilizations, including the Greek city-states (H, G/Civ, Geo/C, E);

~~[(B)]~~ compare the foundational role of Athens and Sparta in the development of Western political thought, including government and democratic processes (H, G/Civ);

~~[(B)]~~ ~~[(C)]~~ describe the establishment of the Athenian empire as a result of the Persian War ~~including the battles of Marathon and Salamis~~ (H);

[(C)] explain how the Battles of Marathon and Thermopylae demonstrated Greek resistance to invasion during the Persian War;

- ~~[(D)]~~ describe the role the Spartans played in the Persian War in the Battle of Thermopylae and the spread of Greek civilization through the Hellenistic empire (H);
- ~~[(D)]~~ ~~[(C)]~~ ~~[(E)]~~ describe **how** **the Athenian and Spartan conflict known as** the Peloponnesian War **and how it** led to the downfall of the Athenian empire (H);
- ~~[(E)]~~ ~~[(D)]~~ ~~[(F)]~~ explain how Alexander the Great's conquest spread Hellenistic culture, including language (H);
- ~~[(F)]~~ ~~[(E)]~~ ~~[(G)]~~ describe important contributions of Greek scholars **civilizations**, including Socrates, Hippocrates, Pythagoras, and Herodotus **philosophy, science, mathematics, government, the arts, architecture, and history**, to Western civilizations and the United States and identify contributions of art and architecture, including the Parthenon (H, G/Civ, Geo/C, S); and
- ~~[(G)]~~ ~~[(F)]~~ ~~[(H)]~~ contrast **democratic processes** **ancient Greek political systems, including government and democratic processes** in Athens and Sparta **including their influence on the development of Western political thought** (H, G/Civ, Geo/C, S).
- (4) Classical World and Foundational Ideas. The student understands roots of Western civilization in ancient Rome. The student is expected to:
- (A) describe the development of Roman Empire, including the **overthrow of the monarchs** **downfall of kings** and the rise of the republic (H, G/Civ, Geo/C, E, S);
- (B) explain the course of the Roman Empire, including the Punic Wars, civil wars, and Imperial Rome (H, G/Civ, Geo/C, E, S);
- (C) identify ~~assess~~ the contributions of the Romans, including ~~republicanism~~ Roman law, architecture, and transmission of Greek culture and arts **along the Roman Road**, to Western civilizations and the United States (G/Civ, Geo/C);
- (D) describe how the Roman Empire led to the Jewish Diaspora, including the destruction of Jerusalem, the destruction of the Second Temple, and the forced migration and scattering of Jewish communities across the Mediterranean region (H, Geo/C);
- (E) explain the idea of self-governance found in ancient Roman texts **which influenced the United States**, including the inspiration of Cincinnatus to **George** Washington **the structure of a republican government**, ~~the structure of a republican government~~, and the influence of Cicero on the American founders (H, S); and
- (F) analyze the probable causes for the fall of the Roman Empire, including rampant inflation and moral decay (H, G/Civ, Geo/C).
- (5) Classical World and Foundational Ideas. The student understands roots of Western civilization in Christianity. The student is expected to:
- (A) describe the origins and early spread of Christianity ~~foundational beliefs from the Old and New Testaments~~, including the life and teachings of Jesus, **Christianity's** roots in Judaism, the role of apostles in **spreading Christianity through** the Roman Empire, and moral teachings from the Old and New Testaments that influenced Western civilization ~~influence on morality in the West, and early growth of Christianity~~ (H, Geo/C);
- (B) describe the persecution of Christians in the Roman Empire beginning with Nero and explain the effect of the legalization of Christianity, including **the conquests of** Emperor Constantine, The Edict of Milan, ~~the debates in the First Council of Nicaea~~, and The Nicene Creed (H, G/Civ, Geo/C, S); and
- (C) identify the contributions of Christianity to Western civilization and early America, including the universality of human dignity that resulted from Christianization of the Roman Empire ~~and the universality of human dignity~~ (H, G/Civ, Geo/C, E, S).

- (6) Classical World and Foundational Ideas. The student understands ancient Indian civilization. The student is expected to:
- (A) identify central religious texts of Hinduism [~~including the Vedas and Upanishads~~] (Geo/C);
 - (B) describe significant beliefs of Buddhism, including the Four Noble Truths and the Eightfold Path (Geo/C); and
 - (C) explain important aspects of Indian history **during the Mauryan Empire, including the importance of monsoon effects on trade and agriculture, and Gupta Empire** ,
including Indian mathematics (H, G/Civ, Geo/C, E, S).
- (7) Classical World and Foundational Ideas. The student understands ancient Chinese civilization. The student is expected to []
- ~~[(A) — identify that Confucian beliefs are found in the Analects (Geo/C);]~~
 - ~~[(B) — describe important developments of Chinese dynasties [~~political, economic, and cultural aspects of the Qin, Han, and Tang Dynasties~~] , including the conquest of **southern [Southern]** China during the Qin dynasty, the spread of Buddhism along the Silk Road [] [~~and~~] [~~the invention of~~] and paper during the Han dynasty, and **porcelain [the inventions of the compass]** and [] gunpowder during the Tang dynasty [~~and paper~~]~~] (Geo/C, S) []
 - ~~[(C) — describe the diffusion of Buddhism, including trade along the Silk Road (Geo/C); and]~~
 - ~~[(D) — explain how the compass, gunpowder, and printing transformed societies (H, Geo/C, E);]~~
- (8) Faith, Empires, and Medieval Transformations. The student understands the Early Middle Ages from 476-1000. The student is expected to:
- (A) explain how the contributions of the Byzantine Empire influenced later developments in Western civilization , including the preservation of ancient Greek and Roman texts, The Code of Justinian, and Hagia Sophia (H, G/Civ, Geo/C);
 - (B) describe the influence of Christianity in medieval society, including monasticism, missionary activity, hospitals, and orphanages (H, Geo/C);
 - (C) describe developments in the Latin West, including Christian and Islamic conflicts, the rise of the Holy Roman Empire, Anglo-Saxon England, and the Viking Era (H, G/Civ, Geo/C, E);
 - (D) explain early Islam in terms of the Prophet Mohammed's brutal military campaigns against Jewish and Christian tribes, the normalization of slavery, and the taking of female captives as harem slaves (Geo/C);
 - ~~[(D) — identify that beliefs of Islam are found in the Qur'an (Geo/C);]~~
 - (E) describe the teachings of jihad and how these teachings led to the expansion of Islam and the conquest of Christian lands **, including Jerusalem, Syria, and Egypt** (H, G/Civ, Geo/C, E);
 - (F) explain the practice of slavery, the origin of the word "slave" from Viking enslavement of the Slavs, and the enslavement and slave trade carried out by Viking and Muslim raiders (H, G/Civ, Geo/C, E); and
 - (G) explain the interactions of Islam with Europe in the Middle Ages, including the Battle of ~~the~~ Tours (H, S).
- (9) Faith, Empires, and Medieval Transformations. The student understands the High Middle Ages from 1000-1300. The student is expected to:
- (A) describe the **political changes in [developments of]** Medieval Europe, including the rise of feudalism **, knights,** and the Norman Conquest (H, G/Civ, Geo/C, E);

- (B) describe conflicts involving Europe, including Christian efforts to reclaim lands conquered by Muslim powers through the Christians' Crusades and The Reconquista (H); **and**
- (C) explain intellectual developments of Western civilization, including The Great Schism of 1054, ~~[, Roman and canon law, Romanesque and Gothic architecture,]~~ **canon law**, and the creation of universities (H, G/Civ, Geo/C); **[,]**
- ~~[(D) describe the significance of technological advancements on daily life (H, G/Civ, Geo/C, E); and]~~
- ~~[(D) describe developments, including windmills, watermills, armored knights, and crossbows (H, G/Civ, Geo/C, E); and]~~
- ~~[(E) compare European and Japanese feudalism, including knights and samurai (H, G/Civ, Geo/C, E, S);]~~
- (10) Faith, Empires, and Medieval Transformations. The student understands the Late Middle Ages from 1300-1450. The student is expected to:
- (A) **explain the significance of** ~~[analyze]~~ developments in medieval English legal history, including common law, Parliament, habeas corpus, and private property rights **in the development of constitutional government** (H, G/Civ, S);
- (B) describe the effects of the Black Death and the medieval military revolution (H, G/Civ, Geo/C, E, S);
- ~~[(B) describe social developments, including Babylonian Captivity of the Papacy and Black Death, and military developments during the Hundred Years' War, including disciplined infantry, gunpowder, and cannon (H, G/Civ, Geo/C, E, S);]~~
- (C) describe the effects of the medieval military revolution on the decline of feudalism and the rise of centralized monarchies (H, G/Civ, Geo/C, E, S);**
- ~~[(D) [(E)]~~ explain **the factors that resulted in** the decline of Byzantium **between** ~~[in]~~ the 14th and 15th centuries, including the rise of the Ottoman Empire and Islamic slave trade and the capture of Constantinople **and conversion of the Hagia Sophia** in 1453 (H, G/Civ, Geo/C, E); and
- (E) [(D)]** analyze the influence of the Magna Carta on Western civilization, including **individual** ~~[the]~~ rights ~~[of citizens]~~ (H, G/Civ, Geo/C, S).
- (11) Faith, Empires, and Medieval Transformations. The student understands Indian and Chinese civilizations from 1000-1700. The student is expected to:
- (A) describe key aspects of Indian history, including the centralized power and absolute monarchical rule of the Mughal Empire, **the role of the caste system**, and the building of the Taj Mahal (H, G/Civ, Geo/C);
- ~~[(B) describe cultural developments, including the Song Dynasty and Neo-Confucianism, and economic developments, including printed money and expansion of the Silk Road, in Chinese history (H, G/Civ, Geo/C, E); and]~~
- ~~[(B) [(C)]~~ describe how the Mongol Conquest unified China through conquering rival kingdoms and expanding trade (H, G/Civ, Geo/C, E); **and** **[,]**
- (C) describe the expansion of the Silk Road, including Marco Polo's influence on expanded trade between Europe and Asia (H, Geo/C, E).**
- (12) Renaissance to Global Interaction. Renaissance and the Reformation. The student understands the influence of the Renaissance on Western civilization. The student is expected to:

- (A) identify characteristics in the development of the Renaissance through the arts, architecture, and The Gutenberg Press, and explain how these developments [this] led to the expansion of knowledge (H, Geo/C);
 - (B) describe the Renaissance as a restoration of classical Greek and Roman ideas of learning [liberty, self-government] and art (H, G/Civ, Geo/C);
 - (C) explain that the Renaissance focused on the value of the individual and that this core characteristic influenced American founders' ideas about rights and government (H, G/Civ, Geo/C);
 - (D) identify the origins of the Protestant Reformation, including the 95 Theses, and effects of the Protestant Reformation, including the Catholic Counter Reformation (H, Geo/C, S);
 - (E) describe how the conflict between Protestant and Catholics weakened the influence of the Catholic church, including [The Great Peasants' War] The French Wars of Religion [is] and the Thirty Years War (H, G/Civ, Geo/C, E, S); and
 - (F) identify Renaissance elements in art, including The Duomo, The Mona Lisa, [and] The Pieta, and the School of Athens [and The School of Athens] [using pictures] (H, G/Civ, Geo/C, E, S).
- (13) Renaissance to Global Interaction. The student understands the Scientific Revolution and Enlightenment. The student is expected to:
- (A) describe innovations of the Scientific Revolution, including the heliocentric model, laws of motion and gravitation, the scientific method, and calculus (H, Geo/C); and
 - (B) explain key [ideas and] philosophies of the Enlightenment, including primacy of reason over superstition and natural rights, and describe the influence of the Enlightenment on American [impact on] political thoughts (H, G/Civ, Geo/C, E).
- (14) Renaissance to Global Interaction. The student understands political developments in Europe from 1500-1800. The student is expected to:
- (A) describe how European monarchs strengthened national governments by increasing royal power, collecting taxes, creating national armies, and unifying kingdoms, including England, France, and Spain (H, G/Civ, Geo/C, E);
 - ~~[(A) describe the consolidation of nation-states ruled by European monarchs (H, G/Civ, Geo/C, E);]~~
 - (B) compare the rise of the Russian Empire to other European monarchies, including Westernization (H, G/Civ, Geo/C, E); and
 - (C) describe the [causes, key events, and consequences of the] rise of English liberty, including the conflict between the monarchy and Parliament leading to the English Civil War, the progression of political change through the Glorious Revolution, and the establishment of rights in the English Bill of Rights [, and its influence on] [which later influenced] [the United States] (H, G/Civ, Geo/C, S).
- (15) American Civilizations and European Conflicts. The student understands Pre-Columbian civilizations and empires in the Americas. The student is expected to:
- (A) identify key features of Pre-Columbian civilizations, including Aztec tribute systems and [,] human sacrifice [, and cannibalism rituals, and city-states,] Incan road networks and agricultural terracing, [centralized rule,] and Taíno village life and trade in the Caribbean (H, G/Civ, Geo/C, E, S); and
 - (B) analyze the effect [impact] of geography on Pre-Columbian civilizations [,] including agriculture and settlement patterns (H, Geo/C, E, S).
- (16) American Civilizations and European Conflicts. The student understands European expansion from 1500-1800. The student is expected to:

- (A) compare the motivations [causes] of European exploration of the Americas by Spain, England, France, and Portugal (H, G/Civ, Geo/C, E);
- (B) locate and describe European expansion in the Americas, including the North American colonies (Geo/C, E, S);
- (C) compare the effects of European expansion of empires in the Americas, including imperial competition over land and resources, conflicts **and cooperation** with native peoples, and mixing of cultures (H, G/Civ, Geo/C, E, S);
- (D) describe how [the causal reasons that led] slavery emerged and expanded [to emerge] as a global institution through [, from] warfare, raids, and [participation in] regional slave trading networks in Africa, [within African societies to] the Mediterranean world, [in relation to the Barbary Pirates, and to] and the Americas, including the role of the Barbary slave trade and the Atlantic slave trade [Slave Trade] (H, G/Civ, Geo/C, E); [and]
- (E) explain how William Wilberforce's belief in the inherent dignity and rights of all people based on his Christian faith motivated his efforts to abolish the slave trade **in England** and influenced movements to end slavery around the world (H, G/Civ); and
- (F) ~~(E)~~ describe indentured servitude and slavery as practiced in the Americas by American Indians and Europeans (H, G/Civ, Geo/C, E).
- (17) Revolution, Industry, Empire, and the Rise of Liberty. The student understands revolution, industry, empire, and the rise of liberty. The student is expected to:
- (A) **explain [describe]** how the ideals of the Enlightenment **influenced [were used to justify]** American Independence, the French Revolution, and Latin American independence movements (H, G/Civ, Geo/C, E, S);
- (B) **describe the political instability during [explain the events of]** the French Revolution, including the storming of the Bastille, the dissolution of the Catholic Church, and the execution of Louis XVI ~~[XIV]~~ (H, G/Civ, Geo/C, E);
- (C) **explain how the universality of natural rights expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the authoritarian rise of Napoleon** (H, G/Civ, E, S); and
- ~~(D) [(C)]~~ explain **[the Napoleonic Wars and]** the effects of the Napoleonic Wars on the Americas, including **[the weakening of Spanish and French colonial control,]** the encouragement of independence movements in Haiti and Mexico, and territorial expansion of the United States through the Louisiana Purchase (H, G/Civ, Geo/C, E) **[,]** [and]
- ~~[(D)]~~ **explain how the universality of natural rights expressed in the Declaration of Independence contrasted with the French Revolution's periods of disregard for the rights and dignity of the individual, including political violence during the Reign of Terror and the rise of Napoleon** (H, G/Civ, E, S);
- (18) Revolution, Industry, Empire, and the Rise of Liberty. The student understands the Industrial Revolution and social, economic, and political change from 1800-1914. The student is expected to:
- (A) explain the development of the Industrial Revolution, including factories, new energy sources, [and] urbanization, and the growth of the United States as a melting pot in which people from diverse backgrounds contributed to a shared American society (H, G/Civ, Geo/C, E);
- (B) explain free enterprise ideals, including division of labor, the Invisible Hand, and self-interest which influenced the Industrial Revolution as noted by Adam Smith in "An Inquiry into the Nature and Causes of the Wealth of Nations" (H, G/Civ, Geo/C, E, S);

- (C) explain the foundation of communist and socialist ideology in The Communist Manifesto, including class struggle, the bourgeois and the proletariat, **and** the abolition of private property, and socialism as a transitional stage toward communism (H, G/Civ, Geo/C, E, S); and
- (D) compare the ideology of communism to the United States's founding principles of individual rights, merit-based advancement, and free enterprise (G/Civ, Geo/C, E, S).
- (19) Revolution, Industry, Empire, and the Rise of Liberty. The student understands changing political and cultural characteristics of 19th century Europe. The student is expected to:
- (A) describe how Enlightenment ideas led to political changes in 19th century England, including suffrage reform and **John Locke's ideas about** democratization (H, G/Civ, Geo/C, S);
- (B) describe 19th century France, including cycles between empire and republics (H, G/Civ, S);
- (C) explain how nationalism and the unifications of Italy and Germany led to a power shift in Europe (H, G/Civ, Geo/C);
- (D) explain the causes, including the need to modernize due to military weakness and economic backwardness compared to Western Europe, and consequences, including serf emancipation in 1861 and the growth of revolutionary movements, of Russia's partially successful 19th century reforms (H, G/Civ, Geo/C, E); and
- (E) **explain how** ~~describe changing European culture in the 19th century, including~~ nationalism, Romanticism, secularism, and the Catholic response to Liberalism **shaped European society** (H, G/Civ, Geo/C, S).
- (20) Revolution, Industry, Empire, and the Rise of Liberty. The student understands European imperial expansion. The student is expected to:
- (A) **describe political instability in** ~~explain 19th century developments in~~ Latin America **following independence movements due to the lack of a common political vision** ~~including the Napoleonic invasion of Spain and Independence of the Latin American republics~~ (H, G/Civ, Geo/C, E);
- (B) **describe influence** ~~explain the height~~ of British imperialism **on India**, including **transportation and government infrastructure** ~~the Apogee of British Raj~~ (H, G/Civ, Geo/C, E); **and**
- (C) explain how competition ~~for land, natural resources, and political power~~ among European nations led to the Berlin Conference, **and** increased imperial expansion in ~~19th century~~ Africa, **and Spheres of Influence in Asia** (H, G/Civ, Geo/C, E); **and**
- ~~[(C)]~~ locate and describe imperial expansion in 19th century Asia and Oceania (H, G/Civ, Geo/C, E, S);
- ~~[(D)]~~ explain the causes and effects of imperial expansion in 19th century Africa, including the Berlin Conference (H, G/Civ, Geo/C, E); and
- ~~[(D)] [(E)]~~ **describe European competition in the late 19th century during the Scramble for Africa and Sphere of Influence in Asia (H, G/Civ, Geo/C, E, S).**
- (21) World Wars and Global Crisis. The student understands World War I (WWI). The student is expected to:
- (A) explain the causes of WWI, including imperial competition, alliances, nationalism, and militarism (H, G/Civ, E, S);
- (B) explain how trench warfare on the Western Front during WWI led to prolonged stalemate, high casualties, and innovations in military technology and battlefield trauma care (H, G/Civ, Geo/C, E, S);

- (B) identify key events on the western front and describe innovations, including trench warfare and improvements in battlefield trauma care during WWI (H, G/Civ, Geo/C, E, S);
- (C) explain **political** results of WWI, including the Treaty of Versailles, Sykes-Picot Agreement, **changes in territory,** and **identify the importance of** Remembrance days **in honoring military heroes** (H, G/Civ, Geo/C, E, S);
- (D) explain how poverty, war, and food shortages led to the Russian Revolution, including the Bolshevik elimination of the monarchy (H, G/Civ, Geo/C, E); and
- (E) use maps to explain territorial changes because of WWI, including Europe, the Middle East, and Africa (H, G/Civ, Geo/C, S).
- (22) World Wars and Global Crisis. The student understands the interwar global crisis in Western Europe. The student is expected to:
- (A) describe the creation of the League of Nations at the close of WWI and explain its ineffectiveness in addressing the encroachments of Italy, Germany, and Japan due to lack of enforcement authority which contributed to World War II (WWII) (H, G/Civ, Geo/C) ;
- (B) compare the global depression of the 1930s in the United States and Germany, including how economic hardship led to the New Deal in the United States while instability stemming from WWI [~~World War I~~] led to the rise of the Nazi **(National Socialist German Workers Party) [Party]** in Germany (H, G/Civ, Geo/C, E, S);
- (C) compare the rise of authoritarianism and totalitarianism, including **Soviet communism** [~~fascism~~] and Nazism in Europe (H, G/Civ, Geo/C, E, S);
- (D) describe actions of the Soviet Union to 1945, including collectivization, the Holodomor, and Stalin's Great Terror (H, G/Civ, Geo/C, E); [~~and~~]
- (E) describe how [~~fascism, Nazism, and~~] communism used propaganda, public shaming, censorship, and forced conformity to maintain control (H, G/Civ, Geo/C, E, S) ; [~~and~~] [~~is~~]
- (F) **describe how the Nazi (National Socialist German Workers Party) regime used propaganda, censorship, the Nuremberg Laws, and dehumanization to persecute Jews and facilitate the Holocaust (H, G/Civ, Geo/C, E, S).**
- (23) World Wars and Global Crisis. The student understands India and China from 1900-1945. The student is expected to:
- (A) describe characteristics of Indian nationalism, including the Congress Party and All-India Muslim League (H, G/Civ, Geo/C); and
- (B) explain **how** the conflict in China between Nationalists and the Chinese Communist Party **led to** [~~and consequences of the conflict, including~~] the establishment of communism under Mao (H, G/Civ, Geo/C, E).
- (24) World Wars and Global Crisis. The student understands WWII. The student is expected to:
- (A) explain the causes of WWII, including unresolved issues from the Treaty of Versailles, the rise of totalitarian regimes, [~~and~~] economic depression, and Pearl Harbor as the specific **cause** [~~causes~~] for the U.S. entry into the war (H, G/Civ, Geo/C, E);
- (B) identify key events, including the invasion of Poland, D-Day, and the dropping of the atomic bomb on Hiroshima and Nagasaki, and describe innovations, including radar and blood banks during WWII (H, G/Civ, Geo/C); [~~and~~]
- (C) define the Holocaust as the systemic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi **(National Socialist German Workers Party)** regime and its collaborators (H, G/Civ, Geo/C);

- ~~[(C)]~~ ~~explain the causes and consequences of the Holocaust, including Nazi genocide of the Jews and the creation of the modern state of Israel (H, G/Civ, Geo/C);~~
- (D) ~~explain the main causes of the Holocaust, including antisemitism (H);~~
- (E) ~~identify the consequences of the Holocaust, including demographic and cultural shift and the creation of the term "genocide" (H); and~~
- (F) **identify the year 1948 as the establishment for modern Israel, the ancestral home of the Jews [Jewish people, was established in 1948 by the United States]** (H).
- (25) The Cold War, Decolonization, and Global Institutions. The student understands Europe from 1945-1991. The student is expected to:
- (A) ~~describe key events of the Cold War, including the Iron Curtain, the proxy wars, and competition for technological advancement [the Arms and Space Race] (H, G/Civ, Geo/C);~~
- (B) ~~describe how containment led to [Western Europe's postwar history, including] the Truman Doctrine, the Marshall Plan, [American led free trade system, and the creation of international organizations, including the United Nations,] and the North Atlantic Treaty Organization (NATO) [; and the European Union] (H, G/Civ, Geo/C, E, S);~~
- (C) **describe [explain] the decay and the final collapse of the Soviet empire, including the role of Lech Walesa and the Solidarity movement in challenging communist rule in Poland** (H, G/Civ, Geo/C, E); and
- ~~[(C)]~~ ~~explain the key causes of the Soviet Union's decay, including glasnost and perestroika (H, G/Civ, Geo/C, E);~~
- ~~[(D)]~~ ~~explain the final collapse of the Soviet empire after the fall of the Berlin Wall (H, G/Civ, Geo/C, E); and~~
- (D) ~~[(E)]~~ **contrast the outcomes of the Soviet Cold War with the United States, including the continued strength of the American Constitutional and free enterprise systems [; including views on the dignity of the individual to the state]** (H, G/Civ, Geo/C, E, S).
- (26) The Cold War, Decolonization, and Global Institutions. The student understands world events and developments from 1945-1991. The student is expected to:
- (A) ~~explain the history of the Communist Regime in China, including the Communist Revolution in 1949, the Great Leap Forward, mass famine, the Cultural Revolution, and labor camps (H, G/Civ, Geo/C, E);~~
- (B) ~~explain how the relationship between postwar Japan and the United States led to rapid technological and economic growth in Japan (H, G/Civ, Geo/C, E);~~
- (C) ~~describe major events [the course] of the Korean Conflict, including the North Korean invasion of South Korea, the Battle of Inchon, and Chinese intervention [; [alliances of each side, the involvement of the United Nations and the United States to end the conflict, allegations of war crimes,] and the signing of the Korean Armistice Agreement] [; which resulted in the creation and maintenance of the Demilitarized Zone (DMZ)] (H);~~
- (D) ~~explain the outcomes of the [Korean Conflict], including the establishment and continued maintenance of the Demilitarized Zone (DMZ), the division of Korea into North and South Korea, and continued tensions on the Korean Peninsula (H, G/Civ, Geo/C);~~
- ~~[(D)]~~ **explain the history of India and Pakistan, including the end of [the] British rule [Raj] and the Partition of India (H, G/Civ, Geo/C, E);**

- (F) ~~[(E)]~~ explain the rise of communism through guerrilla warfare in Latin America, including Cuba and Nicaragua (H, G/Civ, Geo/C, E);
- (G) ~~[(F)]~~ explain communism in Southeast Asia and its consequences, including **the fall of Saigon [Vietnam]** and the Khmer Rouge in Cambodia (H, G/Civ, Geo/C, E); and
- (H) ~~[(G)]~~ explain the political developments in Africa, including the **effects [consequences]** of decolonization and the leadership of Nelson Mandela in the era ~~[fall]~~ of apartheid in South Africa (H, G/Civ, Geo/C, E).
- (27) Terrorism and Globalization. The student understands world history since the fall of the Soviet Union to 2016. The student is expected to:
- (A) identify the rise of world powers after the fall of the Soviet Union, including People's Republic of China and the Russian Federation, and their competition with the United States (H, G/Civ, Geo/C, E);
- (B) **explain reasons for continuing tensions between North and South Korea and** describe allegations of human rights abuses **under communist governments [in North Korea]**, including labor camps **in North Korea and government surveillance and restrictions of individual liberties in China** (H, G/Civ, Geo/C) ;
- (C) explain developments in **Eurasia [China and Russia]** since **1989 [1991]**, including the Tiananmen Square Massacre **and Russia's post-Soviet centralization of authority**, that **reshaped the global balance of power [contributed to their rivalry as a world power]** (H, G/Civ, Geo/C, E);
- (D) explain the rise of radical Islam, including **the Muslim Brotherhood [Iranian proxies]**, terrorism, Al Qaeda, September 11, 2001, and Islamic State of Iraq and Syria (ISIS) (H, G/Civ, Geo/C);
- (E) explain America's response to the September 11, 2001 ~~[]~~ terrorist attack, including the wars in Iraq and Afghanistan ~~[, the Patriot Act, and the Department of Homeland Security]~~ (H, G/Civ, Geo/C, S); and
- (F) analyze **how [the impact of globalization since]** the dissolution of the USSR in 1991 **accelerated globalization by expanding market economies [, including the opening of new economic markets]** ~~[and the advent of the internet]~~ (H, G/Civ, Geo/C, E, S).

§113.28. World Geography Studies (One Credit), Adopted 2026.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2033-2034 [2030-2031] school year.
- (b) General requirements. Students shall be awarded one credit for successful completion of this course.
- (c) Introduction.
- (1) In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial perspectives of geography. Students describe the influence of geography on events of the past and present. The course includes nine geographic regions that are examined through several thematic lenses such as: the physical processes that shape patterns in the physical environment; the characteristics of major landforms and climates; population geography and human-environment interaction; **the historical, political, economic, and cultural factors that shape regions [the political, economic, and social processes that shape cultural patterns of regions]**; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify **the historical and geographic factors that influence boundaries and organization of governments [the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies]**. Students compare how components of culture shape the

characteristics of regions and analyze the impact of technology and human modifications on the physical environment.

- (A) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various types, satellite-produced images, photographs, graphs, map sketches, and diagrams, is encouraged.
 - (B) The course is structured around the application of two broadly applicable knowledge and skills statements that are applied to all regions, as appropriate. The first statement requires students to think like geographers by applying geographic tools and analytical skills to understand the world and interpret spatial patterns. The second statement builds on these skills by using geographic tools and reasoning to examine world regions through a comparative lens. Specific geographic content is embedded within the key topics for each of the nine regions.
- (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 instruction should emphasize the acquisition of historical, geographic, economic, and civic knowledge while using social studies skills to strengthen understanding of significant people, places, events, ideas, and institutions. Where appropriate, skills should include:
- [~~(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) formulate geographic inquiry questions, including: Where is it located? Why is it there? What are its physical and human characteristics? How does it interact with other places? How has it changed over time? (Geo/C, S);
 - (B) apply spatial thinking to analyze how the location, distribution, and movement of people, places, and phenomena create patterns and relationships across Earth's surface (Geo/C, S);
 - (C) select and use appropriate geographic tools, including reference maps, thematic maps, Geographic Information Systems (GIS), satellite imagery, population pyramids, and demographic models, to collect, analyze, and interpret spatial data (Geo/C, S);
 - (D) evaluate geographic sources for perspective, purpose, and limitation, including analyzing how map projections, data selection, and cartographic choices **affect information presented** **reflect the values and decisions of their creators** (Geo/C, S);
 - (E) explain spatial patterns of movement, including the diffusion of ideas, goods, and populations, by applying geographic concepts such as push-pull factors, cultural hearths, and **global trade** **globalization** (H, Geo/C, E, S);
 - (F) construct a written geographic argument that states a defensible claim about a geography topic and uses geographic reasoning to connect evidence to the claim (Geo/C, S);
 - (G) apply the concept of scale, including local, regional, national, and global, to analyze how geographic phenomena and relationships operate differently at different levels and how changes at one scale affect others (G/Civ, Geo/C, E, S); and
 - (H) apply civil discourse to engage in meaningful and respectful communication about geographic issues and regional perspectives (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) Major Themes in World Geography. The student applies geographic thinking skills to think like a geographer. The student is expected to:

- (A) explain the historical development of geographic tools, including reference maps, thematic maps, and map projections (H, Geo/C);
- (B) explain how reference and thematic maps represent geographic information [reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections] (H, Geo/C); and
- ~~[(C) use geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C, S);]~~
- ~~[(D) develop and use mental maps to understand relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and]~~
- ~~[(C) [(E)]~~ explain the purposes of regionalization (Geo/C).

- (2) Major Themes in World Geography. The student uses geographic thinking skills to compare regions. The student is expected to:

- (A) analyze [interpret] demographic data, including birth and death rates, fertility, life expectancy and population density patterns, to describe [understand] population characteristics (Geo/C, S);
- ~~[(B) use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);]~~
- ~~[(C) compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);]~~
- ~~[(B) [(D)]~~ analyze the relationship between access to reliable and affordable energy, including fossil fuels and intermittent, renewable energy sources to [compare levels of development and standard of living in a variety of places using] Gross Domestic Product (GDP) , [and] literacy rates , and other indicators of human flourishing (Geo/C, S); and
- ~~[(E) define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);]~~
- ~~[(C) [(E)]~~ describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C) ; ~~[(E)]~~
- ~~[(C) compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);]~~

- ~~[(H)] describe how Earth-Sun relationships and elevation impact the spatial distribution of climates or biomes (Geo/C); and~~
- ~~[(I)] describe patterns of culture, including language, religion, land use, education, and customs (Geo/C).~~
- (3) United States and Canada, including Texas. The student understands the physical geography of the United States and Canada, including Texas. The student is expected to:
- (A) describe how Earth-Sun relationships **naturally influence** ~~[impact]~~ weather conditions, including tornadoes **in Tornado Alley** and hurricanes **along the Gulf of America and Atlantic Coasts** (Geo/C); and
- (B) identify major landforms, including the Rocky Mountains, Appalachian Mountains, Great Plains, Great Lakes, Rio Grande River, and Mississippi River (Geo/C).
- (4) United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:
- (A) describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and
- (B) analyze push **-pull factors** ~~[and pull forces]~~ that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).
- (5) United States and Canada, including Texas. The student understands the human-environment interaction of the United States and Canada, including Texas. The student is expected to:
- (A) **explain the benefits of human ingenuity in adapting to the environment in the United States and Texas, including the Hoover Dam, air conditioning, and the Clean Air Act (G/Civ, Geo/C, E)** ~~[analyze the benefits and consequences of human-environment interactions, including commercial agriculture and use of natural resources (H, Geo/C)]~~ ;
- (B) explain how places plan for, mitigate, and respond to natural **events** ~~[hazards]~~ using seawalls, including the Galveston seawall (H, G/Civ, E); and
- (C) explain how places plan for, mitigate, and respond to natural **events** ~~[hazards]~~ using the National Weather Service (H, G/Civ, E).
- (6) United States and Canada, including Texas. The student understands the economic geography of the United States and Canada, including Texas. The student is expected to:
- (A) evaluate the economic advantages and disadvantages of **global trade** ~~[globalization related to economic practices or systems]~~ , including outsourcing, free trade zones, and supply chains (G/Civ, E); and
- (B) explain how climate, resources, infrastructure, and factors of production affect the spatial patterns of economic activities (Geo/C, E).
- (7) United States and Canada, including Texas. The student understands the cultural geography of the United States and Canada, including Texas. The student is expected to ~~[(A)]~~
- ~~[(A)] explain cultural convergence~~ **including shared Enlightenment ideals and the development of the United States and Texas as a melting pot** ~~[and divergence caused by migration, trade, innovations, and diffusion]~~ (Geo/C, E) ; ~~[(B)]~~
- ~~[(B)] analyze visual sources to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).~~
- (8) United States and Canada, including Texas. The student understands the political geography of the United States and Canada, including Texas. The student is expected to:
- (A) explain the role of international and internal boundaries of spatial organization of states **in maintaining sovereignty and managing natural resources, including the Rio**

Grande, the Great Lakes, Alaska, and state boundaries ~~[including control of territory and resources]~~ (Geo/C); and

~~[(B)]~~ explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and

(B) ~~[(C)]~~ explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ) **; and [2]**

(C) memorize and locate on maps the fifty United States; Austin, the capital of Texas; and Washington, D.C., the capital of the United States (G/Civ, Geo/C).

(9) Latin America and the Caribbean . The student understands the physical geography and human environment interaction of Latin America and the Caribbean . The student is expected to:

(A) identify major landforms, including the Andes Mountains **;** ~~[and]~~ the Amazon River Basin **;** and the Caribbean archipelago (Geo/C);

(B) **explain the benefits of human ingenuity in adapting to the environment in Latin America and the Caribbean, including chinampas, Incan terrace farming, rainforest conservation, and [analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, tourism, [and] the use of natural resources , and the construction of]** the Panama Canal (Geo/C, E); and

(C) describe how places in Latin America and the Caribbean plan for, mitigate, and respond to natural **events [hazards]** , including flooding and earthquakes (H, G/Civ, E).

(10) Latin America and the Caribbean . The student understands the population geography of Latin America and the Caribbean . The student is expected to:

~~[(A)]~~ **describe how government policies influence the size and distribution of settlements in Latin America and the Caribbean (G/Civ, Geo/C);**

~~[(B)]~~ describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);

(A) [(B)] [(C)] explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America and the Caribbean (H, Geo/C); and

(B) [(C)] [(D)] analyze push **-pull factors [and pull forces]** that affect **internal** human migration patterns **in South America** , including economic and safety conditions (G/Civ, E).

(11) Latin America and the Caribbean . The student understands the political geography of Latin America and the Caribbean . The student is expected to **[2]**

~~[(A)]~~ explain advantages and disadvantages of the participation by sovereign states in regional and international organizations, including the Organization of American States and the Inter American Development Bank (G/Civ); and

~~[(B)]~~ compare how political power is distributed in various countries, including Mexico **and [3]** Cuba **[-and the United States]** (G/Civ).

(12) Latin America and the Caribbean . The student understands the cultural geography of Latin America and the Caribbean . The student is expected to:

(A) identify the cultural characteristics that define Latin America and the Caribbean (Geo/C);

(B) ~~[(A)]~~ explain cultural convergence **was influenced [caused]** by innovations, including communication technology and the blending of African, European, and indigenous traditions among Afro-Caribbean populations **and the Catholic faith** (Geo/C, E); and

(C) ~~[(B)]~~ explain cultural divergence within communities in Latin America, including the Nahuatl, Quechua, and Mayan (H, Geo/C) **;** ~~[;and]~~

- ~~[(C) — analyze visual sources to identify components of cultural landscape, including Incan architecture, Meso American pyramids, and favelas (H, Geo/C).]~~
- (13) **[Sub-Saharan]** Africa. The student understands the physical geography and human environment interaction of **[Sub-Saharan]** Africa. The student is expected to:
- (A) describe how Earth-Sun relationships **naturally influence** **[impact]** weather conditions in **[Sub-Saharan]** Africa, including wet and dry seasonality (Geo/C);
 - (B) identify major landforms **[and biomes]** , including the Congo River, the Sahel, **[and]** the Kalahari Desert, Mount Kilimanjaro, **the Sahara Desert, the Nile River,** and the Great Rift Valley (Geo/C);
 - (C) **explain the benefits of human ingenuity in adapting to the environment in Africa, including qanats, irrigation systems, terrace farming, and wildlife conservation (G/Civ, Geo/C, E) [analyze the benefits and consequences of human environment interactions associated with agriculture, deforestation, and commercial mining (Geo/C, E)] ; and**
 - (D) describe how places plan for, mitigate, and respond to natural **events** **[hazards]** , including flooding and drought (H, G/Civ, E).
- (14) **[Sub-Saharan]** Africa. The student understands the population geography of **[Sub-Saharan]** Africa. The student is expected to:
- (A) describe factors that influence the size and distribution of settlements, including industrial development, **European transportation** **[historical colonial]** infrastructure, and habitable land (H, G/Civ, Geo/C);
 - (B) analyze the causes and effects voluntary migration in **[Sub-Saharan]** Africa, including economic opportunities (H, Geo/C); and
 - (C) analyze the causes and effects of forced migration in **[Sub-Saharan]** Africa, including the Rwandan Genocide **and the** **[a]** conflict in the eastern Democratic Republic of the Congo **[, and conflict in Sudan]** (H, Geo/C).
- (15) **[Sub-Saharan]** Africa. The student understands the economic and political geography of **[Sub-Saharan]** Africa. The student is expected to:
- (A) analyze **labor practices, including Chinese owned enterprises and child labor in cobalt and other critical mineral extraction [the shift from primary or secondary economic activities to tertiary or quaternary economic activities]** in **[Sub-Saharan]** Africa (H, E); and
 - ~~[(B) — explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and]~~
 - (B) ~~[(C)]~~ compare how political power is distributed **, including the federal system of Nigeria and the unitary system of Kenya, in African [in various Sub-Saharan]** countries (H, G/Civ).
- (16) **[Sub-Saharan]** Africa. The student understands the cultural geography of **[Sub-Saharan]** Africa. The student is expected to:
- (A) explain cultural convergence in **[Sub-Saharan]** Africa, including **Christianity in Ethiopia** **[religious syncretism]** and the Swahili language (H, Geo/C);
 - (B) explain the cultural divergence **was influenced** **[caused]** by **the Berlin Conference** **[colonial borders]** in **[Sub-Saharan]** Africa (H, Geo/C); and
 - (C) analyze visual sources to identify components of cultural landscape, including **the pyramids of Giza** **[architecture and place names in Sub-Saharan Africa]** (H, Geo/C).

- (17) Southwest Asia ~~and North Africa~~ . The student understands the physical geography and human environment interaction of Southwest Asia ~~and North Africa~~ . The student is expected to:
- (A) describe how Earth-Sun relationships ~~naturally influence~~ ~~impact~~ weather ~~conditions~~ in Southwest Asia ~~or North Africa~~ , including ~~extreme heat and~~ haboobs (Geo/C);
 - (B) identify major landforms, including ~~the Sahara Desert, the Nile River,~~ the Red Sea, the Arabian Desert, and the Persian Gulf (Geo/C); and
 - (C) ~~explain the benefits of human ingenuity in adapting to the environment in Southwest Asia and the Middle East, including qanats, irrigation systems, desalination, terrace farming, and oasis agriculture (G/Civ, Geo/C, E) [analyze the benefits and consequences of human environment interactions in Southwest Asia or North Africa, including urban development, water management, and oil extraction (Geo/C, E)] .~~
- (18) Southwest Asia ~~and North Africa~~ . The student understands the population geography of Southwest Asia ~~and North Africa~~ . The student is expected to:
- (A) describe ~~factors~~ ~~features~~ , including water availability ~~and~~ ~~is~~ historical trade routes ~~is~~ ~~and religious significance~~ , that influence the size and distribution of settlements in Southwest Asia ~~across time~~ ~~or North Africa~~ (H, G/Civ, Geo/C);
 - (B) analyze push ~~-pull factors~~ ~~and pull forces~~ that affect human migration patterns, including economic opportunity ~~and water availability~~ ~~, religion, and conflict,~~ (G/Civ, E); and
 - (C) explain how physical geography affects the flows of human migration, including the Silk Road ~~and Trans-Saharan Trade~~ (H, Geo/C).
- (19) Southwest Asia ~~and North Africa~~ . The student understands the economic and political geography of Southwest Asia ~~and North Africa~~ . The student is expected to:
- (A) classify economic activities of Southwest Asia ~~and North Africa as identify the primary, secondary, tertiary, or quaternary~~ , including oil extraction ~~and refining~~ , tourism, and ~~trade through the Persian Gulf~~ ~~technology~~ (E); and
 - ~~(B)~~ ~~explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and~~
 - (B) ~~(C)~~ compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and ~~Israel~~ ~~the United Arab Emirates~~ (G/Civ).
- (20) Southwest Asia ~~and North Africa~~ . The student understands the cultural geography of Southwest Asia ~~and North Africa~~ . The student is expected to:
- (A) explain the ~~influence of Judaism~~ ~~cultural convergence in Southwest Asia or North Africa was influenced~~ ~~caused~~ by trade, including technology, religion, and language (H, Geo/C);
 - (B) ~~explain the origins and geographic diffusion of Judaism and Christianity, including the influence of the Hebrew Scriptures (Old Testament) and New Testament on law, government, literature, art, and cultural traditions (G/Civ, Geo/C);~~
 - (C) ~~(B)~~ explain the cultural divergence in Southwest Asia ~~caused by trade~~ , including ~~Sunni and Shia religious traditions~~ ~~religion~~ (H, Geo/C); and ~~and~~
 - (D) ~~(C)~~ analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the ~~Burj Khalifa, the Pyramids of Giza, and the~~ Hagia Sophia ~~and the Dome of the Rock at the Temple Mount~~ (H, Geo/C).
- (21) Central and South Asia. The student understands the physical geography and human environment interaction of Central and South Asia. The student is expected to:

- (A) describe how Earth-Sun relationships in Central or South Asia naturally influence impact weather conditions, including monsoons in Central and cyclones in South Asia (Geo/C);
- (B) identify major landforms, including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C); and
- (C) describe how places in Central and or South Asia plan for, mitigate, and respond to natural events hazards, including earthquakes and monsoons, and explain human ingenuity in adapting to the environment in, including terrace farming, stepwells, cyclone shelters, and mangrove restoration (G/Civ, Geo/C, E).
- (22) Central and South Asia. The student understands the population geography of Central and South Asia. The student is expected to:
- (A) explain how human and physical features, including being land locked or having access to the maritime trade routes, influence patterns the size and distribution of settlements in Central and or South Asia (H, G/Civ, Geo/C);
- (B) analyze the growth of megacities, including Delhi, Dhaka, Mumbai, and Karachi (H, G/Civ, Geo/C); and
- (C) analyze push -pull factors of and pull forces that affect human migration patterns in Central and or South Asia , including conflict, weather, and economic opportunity (E, G/Civ , E).
- (23) Central and South Asia. The student understands the economic and political geography of Central and South Asia. The student is expected to:
- (A) explain how economic activities in identify the primary, secondary, tertiary, or quaternary economic activities of Central and or South Asia, including pharmaceutical manufacturing, and information technology, and outsourcing, connect the region to the global economy software development (E);
- ~~(B)~~ analyze the implications of globalization, including outsourcing to Central or South Asia (E);
- ~~(B)~~ ~~(C)~~ explain the spatial organization of countries in Central and or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C); and
- ~~(C)~~ ~~(D)~~ explain the role of human geography in territorial conflicts, including the USSR invasion of Afghanistan and the disputed territory of Kashmir (Geo/C).
- (24) Central and South Asia. The student understands the cultural geography of Central and South Asia. The student is expected to:
- (A) explain cultural convergence in Central and South Asia was influenced caused by war, including religious syncretism (H, Geo/C);
- (B) explain the cultural divergence was influenced caused by the caste system and religious composition in Central and South Asia (H, Geo/C); and
- (C) analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples (H, Geo/C).
- (25) Southeast Asia and Oceania. The student understands the physical geography and human environment interaction of Southeast Asia and Oceania. The student is expected to:
- (A) describe how Earth-Sun relationships in Southeast Asia or Oceania naturally influence impact weather conditions, including tropical storms and cyclones (Geo/C);
- (B) identify major landforms, including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire (Geo/C);

- (C) explain human ingenuity in adapting to the environment in Oceania, including Aboriginal fire management, rainwater collection, and coral reef conservation [describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to natural hazards, including mangrove restoration and artificial reefs] (G/Civ, Geo/C, E); and
- (D) describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations in planning for, mitigating and responding to natural events [hazards] (G/Civ, E).
- (26) Southeast Asia and Oceania. The student understands the population geography of Southeast Asia and Oceania. The student is expected to explain how the topography influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia or Oceania (H, G/Civ, Geo/C).
- (27) Southeast Asia and Oceania. The student understands the economic and political geography of Southeast Asia and Oceania. The student is expected to:
- (A) identify the primary, secondary, tertiary, or quaternary economic activities of Southeast Asia or Oceania, including agriculture and tourism (E);
- (B) analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); and
- (C) describe causes and effects of modern genocides [and terrorism], including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).
- (28) Southeast Asia and Oceania. The student understands the cultural geography of Southeast Asia and Oceania. The student is expected to:
- (A) explain cultural convergence in Southeast Asia or Oceania [was influenced [caused] by innovations, including maritime technologies and navigational techniques (H, Geo/C);
- (B) explain the cultural divergence in Southeast Asia or Oceania [was influenced [caused] by geographic isolation [and colonial influence] (H, Geo/C); and
- (C) analyze visual sources to identify components of cultural landscape, including the rice terraces and the Sydney Opera House (H, Geo/C).
- (29) East Asia. The student understands the physical geography and human environment interaction of East Asia. The student is expected to:
- (A) describe how Earth-Sun relationships in East Asia [naturally influence [impact] weather conditions, including typhoons [and tsunamis] (Geo/C); and
- (B) identify major landforms, including the Gobi Desert, [the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C)] [and]
- ~~[(C) describe how places in East Asia plan for, mitigate, and respond to natural events [hazards], including earthquakes (G/Civ, Geo/C, E).~~
- (30) East Asia. The student understands the population geography of East Asia. The student is expected to:
- (A) describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C);
- (B) analyze push [pull factors] [and pull forces] that affect human migration patterns in East Asia, including oppression experienced by people living under communist regimes in North Korea and economic opportunity (H, G/Civ, E); and
- ~~[(C) compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Civ, E); and~~

- (C) ~~(D)~~ explain how China's one-child policy used government authority to restrict family size and to affect ~~affected~~ birth rates (G/Civ, Geo/C) ~~describe the development of family planning policies in East Asia (G/Civ, E)~~ .
- (31) East Asia. The student understands the economic and political geography of East Asia. The student is expected to:
- (A) explain East Asia's role in the global economy ~~identify the primary, secondary, tertiary, or quaternary economic activities of East Asia~~ , including automobile and technology manufacturing ~~and global supply chains~~ (E); ~~and~~
- ~~(B) analyze the effects [implications] of globalization in East Asia, including the development of supply chains (E); and~~
- ~~(B) ~~(C)~~ explain the role of physical and human geography in territorial conflicts, including the disputes over territorial claims in the South China Sea (G/Civ, Geo/C).~~
- (32) East Asia. The student understands the cultural geography of East Asia. The student is expected to:
- (A) explain cultural convergence in East Asia ~~was influenced~~ ~~caused~~ by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);
- (B) explain the cultural divergence ~~was influenced~~ ~~caused~~ by differing political systems, including differences between China and Taiwan and differences between North and South Korea (H, G/Civ, Geo/C); and
- (C) analyze visual sources to identify components of cultural landscape, including the Great Wall of China, the Forbidden City, and cityscapes (H, Geo/C).
- (33) Russia and the Republics. The student understands the physical geography and human environment interaction of Russia and the Republics. The student is expected to:
- (A) identify major landforms or biomes, including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River (Geo/C); and
- (B) ~~explain human ingenuity in adapting to the environment in Russia and the Republics, including permafrost engineering and the Trans-Siberian Railroad, nuclear containment following the Chernobyl Nuclear Disaster and Aral Sea restoration (H, Geo/C, E) [analyze the benefits or consequences of human-environment interactions in case studies, including hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster (H, Geo/C)] .~~
- (34) Russia and the Republics. The student understands the population geography of Russia and the Republics. The student is expected to:
- (A) describe features that influence the size and distribution of settlements in Russia or the Republics, including government policies and inhospitable climate (G/Civ, Geo/C);
- (B) explain the effects of innovation on patterns of human settlement in Russia or the Republics, including the Trans-Siberian Railroad and pylon construction in permafrost zones (H, Geo/C);
- (C) analyze push ~~pull factors~~ ~~and pull forces~~ that affect human migration patterns, including economic stagnation and opportunities (G/Civ, E); and
- (D) explain how international and internal boundaries shape the spatial organization of Russia and its republics through territorial and resource control (Geo/C).
- (35) Russia and the Republics. The student understands the economic and political geography of Russia and the Republics. The student is expected to ~~;~~

- ~~[(A)]~~ compare primary, secondary, tertiary, or quaternary economic activities, including military development and defense manufacturing, in Russia or the Republics with those in the United States [~~z~~] (H, G/Civ, E) ~~z~~ [~~z~~ and]
- ~~[(B)]~~ explain advantages and disadvantages of participation by sovereign states in regional organizations, including the Commonwealth of Independent States (CIS), the Collective Security Treaty Organization (CSTO), and political tensions within the region (G/Civ).]
- (36) Russia and the Republics. The student understands the cultural geography of Russia and the Republics. The student is expected to:
- (A) explain cultural convergence **caused by war**, including shared Soviet era experiences and Cold War history (H, Geo/C); and
- (B) analyze visual sources to identify components of cultural landscape, including the Kremlin, Red Square, St. Basil's Cathedral, and Moscow City (H, Geo/C).
- (37) Europe. The student understands the physical geography and human environment interaction of Europe. The student is expected to:
- (A) identify major landforms, including the Alps, the Scottish Highlands, The Pyrenees, the Rhine River, The Danube River, Norwegian Fiords, and the Greek Archipelago (Geo/C); and
- (B) **explain human ingenuity in adapting to the environment in Europe, including the polder system and river restoration** **analyze the benefits and consequences of human environment interactions in case studies, including commercial agriculture, the polder system, hydroelectric dams, and acid rain** (~~[E_s]~~ Geo/C, E) ~~z~~ and [~~z~~]
- (C) **explain the effects of reducing nuclear energy in Europe, including increased reliance on imported natural gas, higher energy costs, deindustrialization and loss of manufacturing as manufacturing moves to countries with lower environmental and human rights standards (Geo/C, E).**
- (38) Europe. The student understands the population geography of Europe. The student is expected to:
- (A) describe features, including industrial corridors and access to major rivers, that influence the size and distribution of settlements in Europe (G/Civ, Geo/C);
- (B) explain the effects of innovation on **connections between places** **patterns of human settlement**, including the Channel Tunnel and high-speed rail networks (H, Geo/C); and
- (C) analyze push **pull factors** **and pull forces** that affect human migration patterns in Europe, including the high cost of urban living **the availability of high-speed rail transportation,** and economic opportunities (G/Civ, E).
- (39) Europe. The student understands the economic and political geography of Europe. The student is expected to [~~z~~]
- ~~[(A)]~~ identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E) ~~z~~ [~~z~~ and]
- ~~[(B)]~~ explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ).]
- (40) Europe. The student understands the cultural geography of Europe. The student is expected to:
- (A) explain cultural convergence **was influenced** **caused** by migration and trade, including **Hellenistic culture and shared cultural traditions influenced by Christianity, the Hebrew Scriptures (Old Testament), and New Testament** **political or economic integration brought about by the European Union** (Geo/C, E);

- (B) explain the cultural divergence in Europe, including linguistic sovereignty (H, Geo/C);
and
- (C) analyze visual sources of Europe to identify components of cultural landscape, including
architecture, land use, signage, public art, monuments, and place names (Geo/C).