

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

1) Proposed amendments for clarity:

3 (C) ~~explain the significance [origins, meanings, and effects] of the Declaration of Independence to the American cause, including 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);~~

Clean version for readability:

3 (C) explain the significance of the Declaration of Independence to the American cause, including the Preamble, the statement of natural rights, assertion of the purpose of government to protect individual rights, colonial grievances against Britain, and remedies, and the assertion of independence (G/Civ).

2) Proposed amendments for specificity:

4 (E) ~~[(F)]~~ identify and explain the key rights protected in the Bill of Rights and explain how these rights addressed grievances in the Declaration of Independence, including freedom of religion, speech, press, assembly, and petition; the right to keep and bear arms; protection from unreasonable searches and seizures; and the rights of due process and trial by jury (G/Civ).

3) Proposed amendments for clarity (break into 2 TEKS):

6 (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 fThe Meaning of July Fourth for the Negrof and fWhat the Black Man Wantsf (H, G/Civ).

6 (I) identify ideas of liberty in Fredrick Douglass speeches including fThe Meaning of July Fourth for the Negrof and fWhat the Black Man Wantsf (H, G/Civ).

4) Proposed amendments for clarity to identify the “advancement” with each example given:

11 (H) describe key advancements for African Americans after the Civil War [the status of civil rights] in American society after the Civil War, including community-building with Booker T. Washington, civic participation with the National Association for the Advancement of Colored People (NAACP), and the expansion of economic opportunity

through Black Wall Street, ~~and the entrepreneurial success of Madame C.J. Walker,~~ and ~~describe~~ the Great Migration (G/Civ, E).

5) Proposed amendments **for clarity (break into 2 TEKS)**

(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~~

~~(L).....identify the contributions of Chester Nimitz and the Navajo Code Talkers at the Battle of Iwo Jima.~~ (H, Geo/C);

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

1) Proposed amendments **to include iconic piece of art**

(F) ~~identify Renaissance elements in art, including The Duomo, The Mona Lisa, The Last Supper [and] The Pieta, and the School of Athens [and The School of Athens] [using pictures]~~ (H, G/Civ, Geo/C, E, S).

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

1) Proposed amendments for **clarity as a conforming amendment** to replace “explain the benefits of human ingenuity in adapting to the environment” with “explain how human ingenuity has helped people adapt to the environment”

5 (A) ~~explain the benefits of human ingenuity in adapting to the environment~~ ~~explain how human ingenuity has helped people adapt 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)] :

2) Proposed amendments for **clarity**

15 (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~~

15 (A) ~~analyze the economic and human effects of labor practices in Africa, including practices associated with Chinese-owned enterprises and child labor in the extraction of cobalt and other critical minerals.~~

